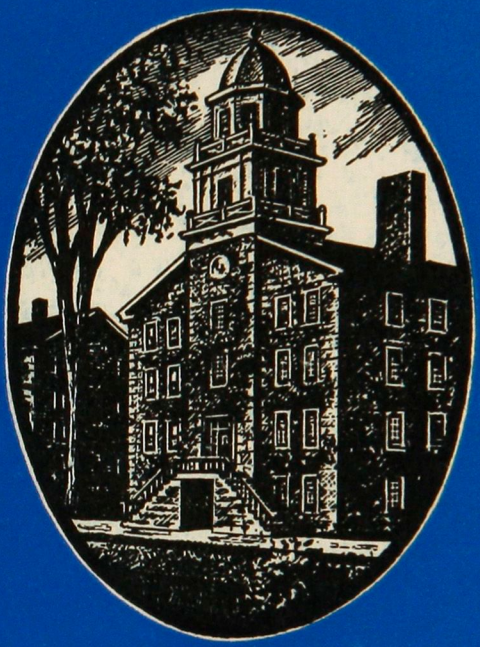
MIDDLEBURY COLLEGE BULLETIN

MIDDLEBURY, VERMONT MARCH, 1947



THE MIDDLEBURY COLLEGE

Summer Language Schools

FRENCH · GERMAN · ITALIAN · RUSSIAN · SPANISH

MIDDLEBURY COLLEGE BULLETIN

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FRENCH GERMAN ITALIAN RUSSIAN SPANISH

Middlebury College
Summer Language Schools

Administrative Officers for the Thirty-ninth Session

Samuel S. Stratton, Ph.D., LL.D.	President of Middlebury College
Stephen A. Freeman, Ph.D.	Vice-President of Middlebury College and Director of the Language Schools
Miss Margaret Hopkins, A.B.	Secretary of the Summer Schools

The Middlebury College Language Schools

SUMMER SESSION OF 1947

The Idea The Middlebury College Language Schools stand for thorough training in a modern foreign language through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of the classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *During the entire session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

History The Middlebury College Language Schools were the pioneers over thirty years ago in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units. The Russian School was inaugurated in the summer of 1945.

Post-War The schools have been primarily devoted for more than a quarter of a century to the intensive preparation of teachers of languages. The war brought a wider scope of service. Because of their long experience, they were qualified to play an important role in providing trained linguists for our armies, and for government agencies as translators, radio broadcasters, interpreters, commercial attachés, etc. Language training is also essential in the preparation of those who will participate in the

new international organizations, both political and cultural. All those for whom understanding, speaking, reading, and writing a foreign language is of primary importance, will find at Middlebury ideal conditions for the pursuit of their special objectives. The fundamental ideal of the Language Schools of Middlebury College is to help prepare Americans for a durable peace and real international cooperation, based on an understanding of our cultural heritage and the thought processes of our neighbors in a small world.

Academic Status The work of the Middlebury Language Schools is widely recognized. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1946 brought students from forty-one different states and countries, including Arizona, California, Canada, Colorado, Louisiana, Guatemala, Hawaii, Nebraska, Oregon, Texas and Washington. One hundred eighty-three colleges and universities were represented. Seventy-two per cent of the students held degrees, and twenty-seven per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Forty Master's degrees and one Doctorate were awarded in August, 1946.

Training The value of the training is recognized to such a degree by school boards and institutions employing language teachers that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. The U. S. Army and Navy have long sent representatives to the schools. As compared with foreign travel, a session at one of the Middlebury schools is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not found in foreign institutions. Neither in foreign travel nor resident study abroad can the student find courses in professional techniques and a concentrated training in the foreign language comparable to those in the Middlebury Language Schools. At the same time, such study furnishes the indispensable preparation for later travel in the foreign land.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The French, Italian, Russian and Spanish Schools occupy the campus of Middlebury College, founded in 1800 and still one of the most charming of New England colleges. The life of the German School centers around the quaint village green of Bris-

tol, twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps*; while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and week-ends free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Among the enjoyable features of a summer at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students. There is a golf course within walking distance of the campus.

Good automobile roads provide opportunity for trips into rural Vermont, to Lake Champlain, Lake Dunmore, Mount Mansfield, Ticonderoga, Ausable Chasm, the Adirondacks, Lake Placid, Lake George, and the White Mountains, any of which can be visited in a day's trip.

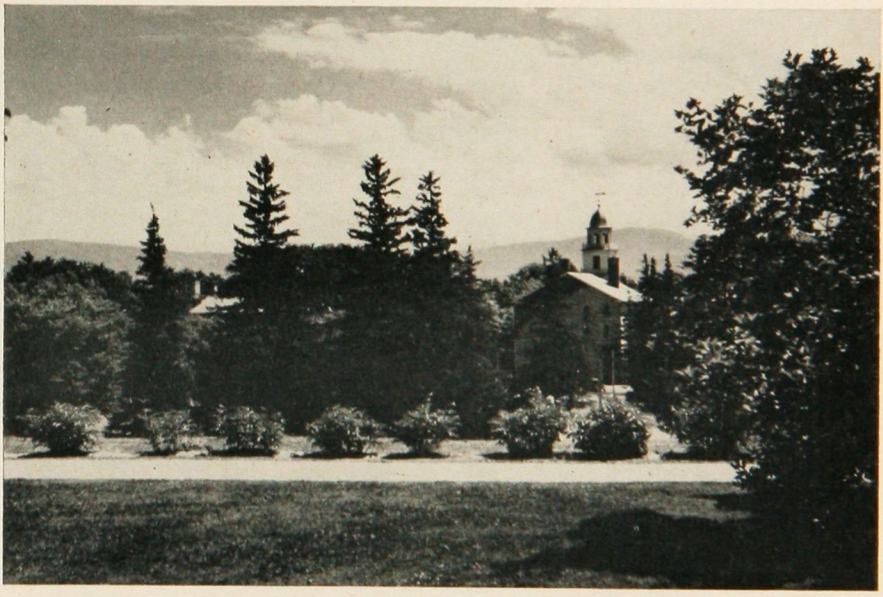
Admission Students may enter without examinations and without being candidates for degrees. No student will be admitted, however, unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement.

The schools are essentially graduate schools; and the courses are generally of an advanced nature, requiring advanced preparation and real

linguistic ability. Preference for admission will be given to teachers of the language, or graduate students preparing to teach. Undergraduates with a serious purpose may be accepted if they are recommended by their professors as having adequate preparation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students must not speak English to each other. This rule holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule. The Dean reserves the right to dismiss from the school students who willfully break it. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation All the Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may audit



Looking East over The Campus

any courses in his own school; if, by reason of his proficiency he receives the consent of the Deans of both schools, he may also audit courses in another school without charge, or he may enroll for credit in courses in another school on payment of a fee of $15 per course. It should be noted that because of the distance involved, such arrangements are difficult between schools on the Middlebury campus and the German School at Bristol. A special beginners' course in Russian will be offered if there is sufficient demand for it. It is not open to members of the Russian School, but to students enrolled in the other language schools. A fee of $15 will be charged. For a description of this course, see page 68.

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted. An official transcript will be issued upon application to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 29, 47, 59, 73, 89.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C" subject to the regulations of the student's own college. One credit or point is equal to one semester hour, that is, one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is very advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some approved college. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work will pass upon the credentials and

courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school. Study in a foreign country in approved summer courses may be counted toward the M.A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a single summer session of foreign study. In any case, twenty credits for the M.A. must be gained at Middlebury College. Twenty credits must be earned in the major language; ten may be earned in related subjects approved by the Dean.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred in August or at the Commencement following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages Middlebury College also offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). The main requirements are:

1. The Master's degree, in the major language, from a recognized university.

2. Residence at Middlebury College equivalent to thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics, Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must be approved by him. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough training in phonetics. Candidates will be required to do work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student

will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.

d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, and covering all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

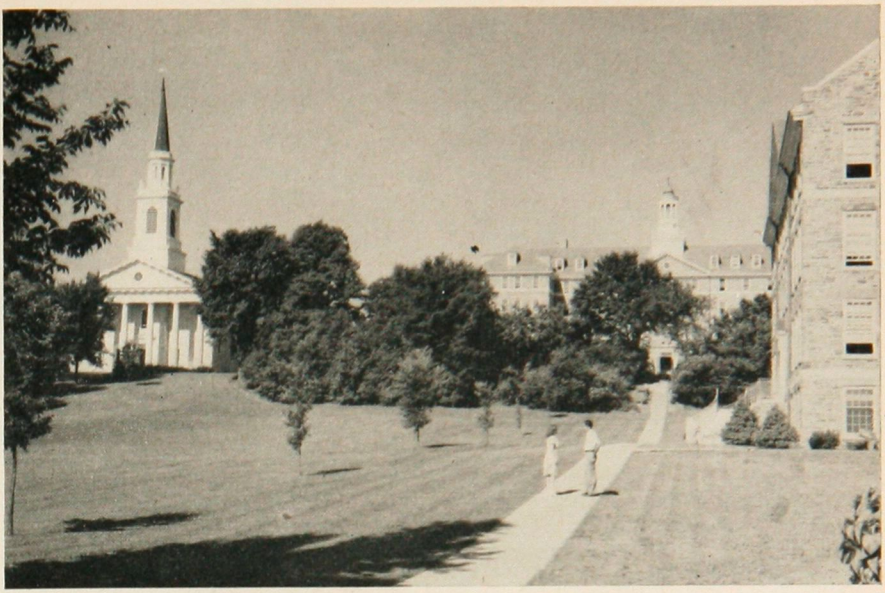
8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The offices of the President and Vice-President of the College, and the Summer Schools Office are on the third floor of the Old Chapel. The office of the Director of the French School is in East Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is in Hepburn Hall. The office of the Director of the Italian School is in the Sigma Phi Epsilon House. The office of the German School is at the Bristol High School. The office of the Director of the Russian School is in Hillcrest Cottage.

Living Accommodations At the French, Italian, Russian, and Spanish Schools on the Middlebury campus, students are accommodated in the college dormitories or fraternity houses and board is provided by the college. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The French, Italian, Russian and Spanish Schools at Middlebury will open the session of 1947 on Friday, June 27, and will continue until August 14. August 11 and 12 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, June 27, and



Campus Scene

lunch will be served at 12:30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 14, and no guests can be accommodated after that time.

The German School at Bristol will open its session on Monday, June 30, and will continue until August 14. The opening exercises will be held Monday evening, June 30. The houses of residence will be open to receive students on Monday, June 30, and the first meal will be served at 6:30 p.m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 14, and no guests can be accommodated after that date.

Enrollment of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to the definite selection of courses. The Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. on the registration days. After this consultation, the students should enroll, and pay all bills to the Treasurer.

In all the schools, late enrollment after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 34, 48, 60, 73, 91.

Fees The administration reserves the right to make any changes without notice in courses, staff, living arrangements, etc. The following information about fees should be carefully noted:

French, Italian and Russian Schools Rates in these schools vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $250 to $295.

Spanish School A uniform charge of $275 covers registration, tuition, board and room in Hepburn and Gifford Halls.

German A uniform charge of $260 covers registration, tuition, board at the Bristol Inn and room for the period of the session.

Registration Fee Each applicant who is accepted will be asked to pay a $15 registration fee. This fee will be applied to the student's total bill, and is non-refundable. An applicant is considered officially registered only when he has paid this fee. Money should not be sent until the secretary requests payment. Rooms are assigned only to officially registered students; therefore, a room deposit is not required. All payments should be made in checks or money-orders, not cash; and the name of the student for whose account payment is made should be clearly indicated.

Non-Resident Students The tuition fee for students rooming outside is $135. Such persons may be boarded in the dining halls, if there is place for them.

Auditors All courses in a school are open to auditing at any time by members of that school, or to members of another of the Language Schools on permission of the respective Deans. Visitors in Middlebury, not members of a school, may enroll as auditors in one of the Language Schools, on payment of the fee of $15 a week or $60 for four or more weeks. All such auditors are not entitled to take part in class discussions, nor to receive the attention of the professor. Auditors are entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Late Enrollment Fine Students enrolling after the first day of instruction will be required to pay a fine of $3 for the first day and $1 additional for each day during the first week of classes, after which no enrollments will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be issued without charge upon request to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for weekend absences.

Vermont Countryside

Veterans Veterans may attend the Language Schools in accordance with the educational benefits of the G. I. Bill of Rights. The cost of tuition will be paid directly by the Government; room and board charges will be paid by the veteran out of his subsistence allowance. If a veteran wishes to enroll, he should apply immediately for a *Certificate of Eligibility* from his local Veterans Administration Agency. This certificate must be presented to the Treasurer on registration day if the student expects to have the cost of his tuition paid by the Government; otherwise, he should come prepared to pay his own tuition bill. Married veterans living in town must pay the registration fee, but it will be refunded after the opening of the school, if their papers are in order in the Treasurer's Office.

Guests In view of the fact that the college facilities are very crowded, it will not be possible to accommodate guests of students during the session or at Commencement.

Payments A student's entire bill is payable at the opening of the session. Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks on an accredited bank. Checks should be made payable to Middlebury College.

Self-Help For scholarships and opportunities for service, see pages 35, 49, 60, 74, 91.

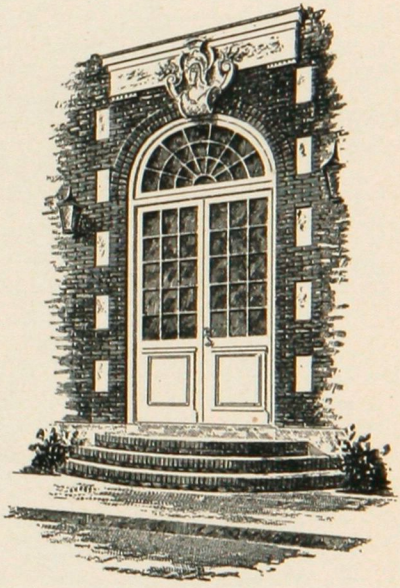
Correspondence Further information about admission, courses, self-help and scholarships may be secured by writing to the Dean of the school concerned. Correspondence concerning room reservations, and fees, requests for catalogs, and questions of a general nature should be addressed to the Secretary of the Summer Schools, Middlebury College, Middlebury, Vt., indicating which school is referred to.

Student Mail In order to insure prompt delivery of their mail, students in the French, Italian, Russian and Spanish Schools at Middlebury should have all mail addressed to the house of residence to which they are assigned. German School students should have mail sent in care of the German School, Bristol, Vermont.

Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night trains leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections with the Rutland Railroad at Rutland, Vermont. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., for connections to Troy, a terminal of the Rutland Railroad.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the Dean of the German School for transportation from New Haven to Bristol.

École Française



THE FRENCH SCHOOL

(JUNE 27—AUGUST 14)

THE French School, founded in 1916, again announces its faculty and program of instruction for the training of teachers, executives, and all those who are professionally concerned with an understanding of the language and civilization of France now definitely progressing on the road to recovery. Professor André Morize, the School's Director for twenty-one years, has resigned, but is still the object of the affectionate gratitude of the School which he created in its present form, and of all those who worked and studied with him during those years.

His work will be continued by Professor Vincent Guilloton of Smith College, Assistant Director under M. Morize, and Acting Director for four summers. M. Guilloton will also teach *Stylistics*, and *France of Yesterday and Today*. Dr. Stephen A. Freeman, Dean of the School for the same twenty-one years, is now Director of all the Middlebury College Language Schools. He will be replaced as Dean by Professor Claude Bourcier, who will also teach *French Civilization in a Changing World*.

The Visiting Professor will be M. Jean Guéhenno, Inspecteur Général de l'Éducation Nationale. M. Guéhenno, one of the leading men of letters in France today, has exerted much influence on the present generation of young Frenchmen. His course on *The Evolution of French Thought* will give students an opportunity to appreciate the soundness of his scholarship and the warmth of his personality. Madame Guéhenno, who will accompany her husband, is a specialist in the History of Art, and will offer two courses in this field.

Other special features of the session are:

The appointment of an outstanding group of young French scholars, men and women, many of them *Agrégés de l'Université*, who will bring to their courses the best of France's intellectual and cultural tradition.

The return, after an absence of several years, of Professor Jean Boorsch of Yale University, who will give the course on the *Contemporary French Novel* and a new course on the *XVIIth Century*.

The return of Madame Moussu, of the Institut de Phonétique de l'Université de Paris, to direct the work in Diction and teach phonetics.

New courses in *Old French* and the *Nineteenth Century Realistic Novel* by M. Bruneau, and the *Philosophical Background of Modern French Literature* by M. Mohrt, both of Yale.

An important course in Methods, organized for all the Language Schools, by Professor Elton Hocking of Northwestern University.

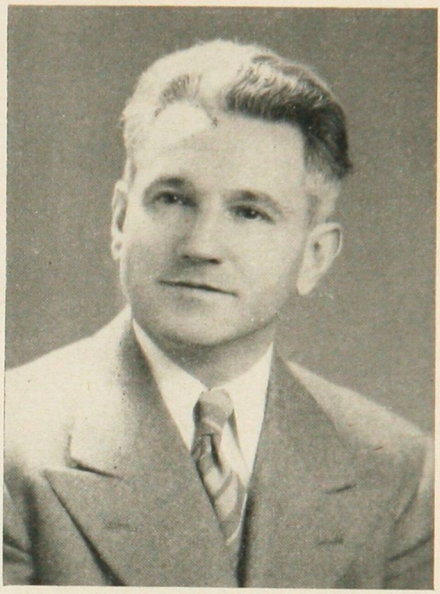
The return of almost the entire staff of last summer.

FRENCH SCHOOL STAFF

Direction

VINCENT GUILLOTON, *Director.*

Baccalauréat-ès-lettres, Université de Rennes; Licence-ès-lettres, Sorbonne; Ancien élève de l'École Normale Supérieure; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, World Court, The Hague, July 1920; Associate Professor of French, University of Syracuse, 1921–23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923–29; Professor, 1929—; Summer Quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; formerly, Vice-President, New England Modern Language Association; formerly President Boston Chapter, Am. Ass'n of Teachers of French; Middlebury College French Summer School, 1932; Assistant-Director, 1935, 1938, 1939, 1941, 1946; Acting Director, 1937, 1940, 1944, 1945.



Author of articles in *Revue Anglo-Américaine; Modern Language Notes, The French Review; Smith College Studies in Modern Languages;* Article on France in *National Encyclopedia Year Book;* Contributor to the *Columbia Dictionary of Modern European Literature.*

CLAUDE BOURCIER, *Dean.*

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932–35; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain;* Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935–36; Asst. Prof., Middlebury College, 1937–39; Assoc. Prof., 1939–46; Professor, 1946—; Visiting lecturer, Université de Montréal, Feb.–March, 1945; Middlebury College French Summer School, 1936, 1938—; Acting Dean, 1945.

Contributor to the *Columbia Dictionary of Modern European Literature.*

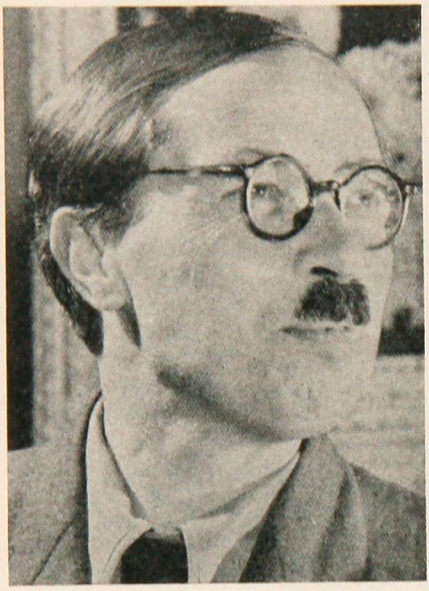
MME LUCIE GALL-BERNOT, *Assistant to the Director.*

Brevet supérieur, École Normale d'Orléans; International Guild, London; La Guilde Internationale, Paris; Teacher in England, private schools at Bournemouth and London; in France, Écoles Primaires Supérieures par délégation du Ministre de l'Instruction Publique; French School for Girls, New York; Mary C. Wheeler School, Providence, R. I.; Technical High School, Springfield, Mass.; Head of French Department, The Chapin School, New York City, 1926—; Middlebury College French Summer School, 1926–29, 1931–33, 1935. Assistant to the Director, 1936–43, 1945—.

Instructing Staff

JEAN GUÉHENNO, *Visiting Professor.*

Ancien élève de l'École Normale Supérieure; Agrégé des lettres; Professeur de rhétorique supérieure, pour la préparation des candidats à l'École Normale Supérieure, aux Lycées Lakanal, Louis-le-Grand, et Henri IV; rétrogradé en 1943 par le gouvernement de Vichy; Directeur des mouvements de jeunesse et d'éducation populaire au Ministère de l'Éducation Nationale, 1944–45; tournée de conférences, Amérique du Sud et Amérique Centrale, 1945–46; Inspecteur général de l'Éducation Nationale, 1946–; Officier de la Légion d'Honneur.



A dirigé la revue *Europe*, 1927–36; l'hebdomadaire *Vendredi*, 1936–39; collaboration à divers journaux, hebdomadaires et revues; chroniqueur du *Figaro*, de *Gavroche*, et du *Populaire*; collaborateur de la revue clandestine *Lettres Françaises*, 1940–44; a publié, aux Éditions de Minuit, des fragments d'un journal *Dans la Prison*.

Author of: *L'Évangile éternel*; *Caliban parle*; *Conversion à l'humain*; *Journal d'un homme de quarante ans*; *Jeunesse de la France*; *Journal d'une révolution*; *La France et le monde*; et divers essais chez Grasset; sous presse: *Le Journal des années noires*; le premier volume d'un ouvage sur *Jean-Jacques Rousseau*.

ROGER M. ASSELINEAU.

Baccalauréat; Licence-ès-lettres; Agrégé de l'Université, 1938; Professeur au Lycée du Havre, 1938–39; Professeur aux Lycées du Havre, de Beauvais, de Saint-Maur; Professeur au Lycée Voltaire and instructor in English at the Sorbonne, Paris, 1944–45; American Field Service Fellowship for research at Harvard, 1945–46; Instructor in French, Harvard University, 1946–47; Middlebury College French Summer School, 1946—.

MME JACQUELINE BERTRAND.

Licence de phonétique, 1921; Professeur de phonétique et de français, Cours spéciaux pour les étudiants étrangers, Grenoble, 1921–30; Instructor in French, Dana Hall, 1931–33; Instructor in French, Pine Manor Junior College, 1933–37; Instructor in French, St. Margaret's School, Conn., 1937–39; Instructor in French, The Spence School, 1939—; Middlebury College French Summer School, 1935—.

JEAN BOORSCH.

Agrégé des lettres, 1929; Lauréat du Concours général des Lycées de France, 1922; Licencié-ès-lettres, Paris, 1927; Ancien élève de l'École Normale Supérieure, 1926–

29; Diplôme d'études supérieures (Archéologie classique), Mémoire de Diplôme, *La Légende d'Hélène de Sparte*; Assistant Professor of French, Middlebury College, 1929–31, 1932–34; Asst. Professor of French, Yale University, 1934–40, Associate Professor, 1940—; Visiting Professor, Mills College, Summer Sessions of 1939 and 1940; Middlebury College French Summer School, 1930–31, 33–38, 41, 47.

Author of: *Etat présent des études cartésiennes*, Les Belles-Lettres, 1937; *Remarques sur la technique dramatique de Corneille*, Yale Romanic Series, 1941; *L'Invention chez Corneille*, 1943.

MLLE GERMAINE BRÉE.

Passed London Senior and Matriculation Examinations, 1922; École Normale de Nîmes, 1924–27; Studied at the Sorbonne, 1928–31; Licence-ès-lettres, Sorbonne; Foreign Fellow, Bryn Mawr College, 1931–32; Agrégée d'anglais, 1932; Professeur au Lycée de jeunes filles d'Oran, Algérie, 1932–36; Lecturer, Bryn Mawr College, 1936–37, Associate Professor, 1937—; Middlebury College French Summer School, 1937, 1940–42, 1946—.

Author of articles in *French Review*, *Romanic Review*, *Renaissance*.

JEAN BRUNEAU.

Baccalauréat-ès-lettres et philosophie, Paris, 1939; Licence-ès-lettres, 1943; Agrégé des lettres, 1945; Instructor in French, Yale University, 1946–47; Middlebury College French Summer School, 1947.

MLLE SIMONE COURBOT.

Études au Collège de Guebwiller (Haut-Rhin) et au Lycée de Caen; Baccalauréat lettres et philosophie; Licence-ès-lettres (Caen); Licence en Droit; Professeur au Collège technique de jeunes filles de Caen, 1943; Teaching-Fellow, Department of French, Smith College, 1946–47; Middlebury College French Summer School, 1947.

MISS LOUISE CRANDALL.

B.A., Western Reserve University, 1921; M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930–31; Institut de Phonétique, summer, 1933; Cours de Civilisation, Sorbonne, summer, 1937; Teacher in New Castle public schools, 1921–30; Training Teacher for Teachers, Westminster College, New Wilmington, Pa., 1924–30; Head of French Department, New Castle High School, 1925–30; Great Neck High School, L. I., N. Y., 1931—; Middlebury College French Summer School, 1939–42; 1944—.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Université de Lyon et Université de Paris, Certificat d'Études supérieures (Phonétique), Sorbonne; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936. Instructor, Wayne University, 1935–37; Asst. Prof., 1937–40; University of Oklahoma, Asst. Prof., 1941; Assoc. Prof. 1942–43; Prof., 1944—; Agent Consulaire de France, Detroit, 1929–30 et 1935–36; Associate Editor, *The French Review*, 1939—; Special Editor, *Webster's Dictionary*, 1940—; Contrib. Editor, *Books Abroad*, 1941—; Middlebury College French Summer School, 1941, 1943—.

Author of: *La Durée des voyelles en français*, Vol. I; *Étude expérimentale sur la durée des E d'un Français*, Paris, Bibliothèque du Français Moderne, Editions d'Artrey, 1940; "Durée consciente et durée inconsciente des voyelles," *The French Review*, Vol. 12; "L'accent

final en français: accent d'intensité, accent de hauteur, accent de durée," *The French Review*, Vol. 12, 1938; "Tendances de coupe syllabique en français," *P. M. L. A.*, Vol. 55, 1940; "Travaux d'étudiants au laboratoire de phonétique expérimentale de Middlebury," *French Review*, May, 1943; and other articles.

MLLE JACQUELINE DELOBEL.

Baccalauréat lettres et philosophie; Licence d'anglais (Lille); Diplôme d'études supérieures, 1937 (Lille); Assistant in French, Coloma School, Croydon (England) 1935–36; Professeur à l'École Primaire Supérieure de Nontron, 1938–41; Collège d'Abbeville, 1941–42; Lycée de St. Quentin, 1942–46; Instructor in French, Wellesley College, 1946–47; Middlebury College French Summer School, 1947.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920–21; Instructor, Brown University, 1922–23; A.M., Harvard, 1925; Instructor, Harvard, 1924–27; Instructor, M.I.T., 1926–27; Instructor, Yale, 1927–29; Ph.D., Harvard, 1928; Asst. Prof. of Romance Languages, University of Buffalo, 1929–34; Asst. Prof. of Romance Languages, University of Michigan, 1934—; Middlebury College French Summer School, 1928—.

Author of: *La Candidature de Sainte-Beuve à l'Ecole Normale en 1834. Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique*, P. M. L. A. Dec., 1937.

MME MARGUERITE FOUREL.

Ancienne élève de la Maison d'Éducation de la Légion d'Honneur de Saint-Denis; Brevet supérieur; Teacher of French and Head of the French House, Tenacre, Wellesley, Massachusetts, 1924–28; Teacher of French at the Beaver Country Day School, Chestnut Hill, Massachusetts, 1928–45; Head of Dept., 1945—; Instructor, Middlebury College French Summer School, 1928, 1930, 1932–35, 1937–38, 1945—.

MME ANNIE GUÉHENNO.

Études à la Sorbonne, 1937–42; Licence-ès-lettres classiques; Licence d'histoire de l'art; attachée au service des Monuments historiques, 1942–43; Professeur à l'Institut français de Lisbonne (Portugal), 1945–46; Chevalier de la Légion d'Honneur (à titre de la Résistance); Middlebury College French Summer School, 1947.

RENÉ GUIET.

Baccalauréat-ès-lettres, University of Rennes, 1914; Fellowship, Univ. of Illinois, 1919–20; Instructor in French, 1921–25; M.A., 1921; Licencié-ès-lettres, Paris, 1924; Instructor in French, Hunter College, 1926–27; Assoc. Prof., Smith College, 1928—; Docteur de l'Université de Paris, 1936; Pennsylvania State French Summer School, 1930–42; A.S.T.P., Hamilton College, Summer 1943; Middlebury College French Summer School, 1925, 1944–45, 1947.

Author of: *Le Livret d'opéra en France, de Gluck à la Révolution* (1774–1790), Smith College Studies, 1936; articles in P.M.L.A., Smith College Studies, Modern Language Notes.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse,

1919; Assistant in French, Syracuse, 1919–20; Professeur à l'Alliance Française, Paris, Cours d'été, 1920–21; Instructor in French, Syracuse, 1921–23; Instructor in French, Smith College, 1923–25; Asst. Prof. 1925–31; Assoc. Prof., 1931—; Middlebury College French Summer School, 1932, 1935, 1937—.

ELTON HOCKING.

A.B. 1925, A.M. 1926, Ph.D. 1930, Univ. of Wisconsin; Instructor, Wisconsin, 1926–30; Northwestern Univ., 1931–36; Asst. Prof., 1936–41; Assoc. Prof., 1941—; Markhan traveling fellow, Europe, 1930–31; Member special committee and co-author "Survey of Language Classes in ASTP" for Commission on Trends of MLA; Director of experimental French courses at Northwestern, sponsored by Rockefeller Foundation and associated with Investigation of the Teaching of a Second Language; Sec'y-Treas., Am. Ass'n. Teachers of Italian, 1940–45; Pres. 1946; Vice-Pres., Ass'n. Mod. Lang. Teachers of Central West and South, 1945; Pres., 1946.

Author: *Ferdinand Brunetière, the Evolution of a Critic* (Univ. of Wis. Press, 1936); co-author *Transition to Reading and Writing French* (Farrar and Rinehart, 1940); co-editor, Goldoni, *La Locandiera* (Holt, 1939); author of articles in *Modern Language Journal, Italica, French Review.*

MLLE ESTHER LAWTON LAFON.

Baccalauréat, 1931; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Agrégation de grammaire, 1936; Professeur au Lycée de jeunes filles de Dijon, 1936–42; Lycée Lamartine (Paris), 1942–46; Instructor, Cornell University, 1946–47; Middlebury College French Summer School, 1947.

MICHEL MOHRT.

Docteur en droit, Rennes; Secrétaire du "Prix Stendhal"; Conseiller littéraire, éditions Laffont, 1944–46, éditions Variétés, 1946–47; Instructor, Yale University, 1947– ; Middlebury College French Summer School, 1947.

Author: *Montherlant, homme libre* (N.R.F.); *Le Dépit* (Laffont); articles dans *La N.R.F., XXe Siècle, Magasin du Spectacle*, etc. . . .

MME LÉONTINE MOUSSU.

Brevet supérieur; Attachée à l'Institut de Phonétique de l'Université de Paris; Professeur à l'École pratique de l'Alliance Française (classes supérieures), 1919–28; cours spéciaux pour officiers et soldats de l'armée américaine, 1918–19; Professeur aux Cours d'été de l'Alliance Française; Professeur aux cours spéciaux d'été à la Sorbonne, 1929–33; Professeur à l'Institut Britannique, Paris; Officier d'académie; grande médaille d'argent de l'Alliance Française; Cours spéciaux pour l'armée américaine, Sorbonne, 1945–46; Cours de Phonétique, Oxford, session de Pâques 1946; Cours de Civilisation française, Sorbonne, 1946–47; Middlebury College French Summer School, 1934–39, 1946—.

Author of: Juneau-Moussu, *Phonétique et Diction*, Librairie Beauchemin, Montreal, 1936.

MLLE ALIX MARIE-LOUISE NOVIANT.

Baccalauréat-ès-lettres et philosophie, 1934; Licence-ès-lettres, 1936; Diplôme d'études supérieures, 1937; Mémoire de diplôme, *The Supernatural Element in Mary Webb's Novel*; Agrégée d'anglais, 1945; Professeur au Lycée de jeunes filles de Troyes,

1944–45; Lycée de jeunes filles de Rouen, 1945–46; French Department, University High School, University of Minnesota, 1946–47; Middlebury College French Summer School, 1947.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury College French Summer School, 1930—.

Author of: *Exercices français: Cours préparatoire, Première partie, Deuxième partie; La France et les Français; Le Français oral; Exercices de composition et de grammaire; Lectures pour débutants; Coutumes françaises d'hier et d'aujourd'hui; Initiation à la langue française; Gens et choses de France; La Deuxième Étape en langue française.* Editor: *Contes de la Vieille France; Trente-trois contes et nouvelles.*

RAOUL PELMONT.

Baccalauréat-ès-lettres; Licence-ès-lettres, University of Paris, 1936; Diplôme d'études supérieures, University of Paris, 1936; Certificat d'aptitude à l'enseignement des lettres dans les Écoles Normales, Paris, 1938; Candidate for the Ph.D., Columbia University, 1947 (Subject of dissertation: *Paul Valéry et les Beaux-Arts*). Taught in France for several years and in South Wales, 1932–33; Fellowship, Bowdoin College, 1933–35; Asst. Prof., Russell Sage College, 1937–46; Instructor, Harvard University, 1946—; Middlebury College French Summer School, 1945—.

MLLE MAUD REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris; Head of the French Department, Baldwin School, Bryn Mawr, 1917–20, 1927—; Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921–22. Lecturer and Dramatic Reader, 1922–26; Director of French Dramatics, Bryn Mawr College, 1930—; Lecturer in French Diction, Bryn Mawr College, 1934–43; Middlebury College French Summer School, 1935—.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille, Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, Middlebury College, 1927–28; Instructor in French, University of Oregon, 1928–29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929–42; Asst. Prof., French Dept., Cornell Univ., 1942–45; Assoc. Prof., 1945–46; Middlebury College French Summer School, 1927—.

MLLE JACQUELINE WATNEY.

Baccalauréat Lettres-Philosophie; Licence-ès-lettres (Sorbonne); Diplôme des Hautes-Études sociales; Licence en Droit, 1943; S.H.A.E.F. Clubs (Paris, Reims, Bruxelles), 1944–45; Assistant in French, St. Hugh's College, Oxford (England) Spring Term, 1946; Assistant in French, University College, Toronto University, 1946–47; Middlebury College French Summer School, 1947.

French School Faculty and Staff of 1946

First Row:—(Left to Right) M. Bourcier, M. Pargment, Mr. Freeman, Mme Guilloton, M. Jasinski, M. Morize, Mme Morize, Mme Gall-Bernot, M. Guilloton, Mme Moussu.

Second Row:—Miss Scott, Mme Bourcier, Mme Bertrand, Mme Tourtebatte, Mme Fourel, Mlle Leliepvre, Mlle Brée, Mlle Rey, M. Coindreau, M. Pelmont.

Third Row:—Mlle Carré, M. Fermaud, Mlle Sarrailh, Mlle Belime, Miss Crandall, Miss O'Brien, M. Delattre, Miss Fox, Miss Sherwin.

Back Row:—Mlle Lafoy, Mrs. Christoffels, Miss Jeffries, M. Guilloton, Miss Curtiss, Miss Hampl, Mlle Alexeieff, M. Asselineau, Mlle Tamin, M. Thomas, M. Denkinger, Miss Wieland.

Administrative Staff and Auxiliary Personnel

Miss Katherine Alexeieff, A.M., Middlebury College; in charge of Phonetics Center.
Miss Rachel Charpentier, Secretary to the Director.
Miss Lota Curtiss, A.M., Yale University; Organist and Chimer.
Jean François-Poncet, Dipl. de Droit, lère Année, Paris; Aide to the Dean.
Mlle Françoise Gourier, Dipl. d'études sup., Paris; Asst. in Phonetics Center.
Michel Guilloton, Aide to the Director.
Miss Constance Hampl, Ph.D., Univ. of Wisconsin; Asst. in Phonetics Center.
Miss Jeannette Hulst, B.A., Willamette University; Secretary to the Dean.
Miss Elna Jeffries, A.M., Univ. of Michigan; Corrector.
Lawrence D. Kimball, A.M., Middlebury College; Asst. in Dramatics.
Mlle Edwèt Quillivic, Lic.-ès-lettres, Aix-en-Provence; Asst. in Phonetics Center.
Miss Barbara Snow, A.B., Middlebury College; Secretary of the French School.
Miss Natalie Swift, A.M., Middlebury College; in charge of Librairie.

EVENING LECTURES

On Wednesday evenings, and occasionally on other evenings as well, at 8:00 P.M. in the Gymnasium, there will be special lectures by M. Guilloton and M. Guéhenno.

DAILY COURSES

A. Language

Directeur d'études, M. Guilloton

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Individual conferences. The course will be strictly limited to twenty students.

Daily at 8:00. M. Guilloton.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of important points of grammar. Each section will be limited to twenty students.

Note: A written test will be given at the first meeting of this course. According to the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8:00. Mme Gall-Bernot.
Sect. II at 9:00. Mme Gall-Bernot.
Sect. III at 8:00. Mlle Brée.
Sect. IV at 10:00. M. Asselineau.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in textbooks and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

NOTE: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14.

Sect. I at 8:00.	M. PARGMENT.
Sect. II at 9:00.	M. PARGMENT.
Sect. III at 11:00.	M. PELMONT.
Sect. IV at 12:00.	MME FOUREL.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

NOTE: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13. (This course does not count toward the M.A. degree.)

Sect. I at 8:00.	M. GUIET.
Sect. II at 9:00.	MME FOUREL.
Sect. III at 10:00.	M. PARGMENT.
Sect. IV at 11:00.	MLLE LAFON.

B. Phonetics and Diction

Directeur d'études pour la phonétique, M. DELATTRE
Directeur d'études pour la diction, MME MOUSSU

21. (LABORATORY COURSE IN EXPERIMENTAL PHONETICS.)

Omitted in 1947.

22. ADVANCED PHONETICS.

This course is designed for students who already have a good knowledge of phonetics and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 8:00.	M. DELATTRE.
Sect. II at 9:00.	M. DELATTRE.
Sect. III at 10:00.	MME BERTRAND.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8:00.	Mme Moussu.
Sect. II at 10:00.	M. Delattre.
Sect. III at 11:00.	Mme Bertrand.
Sect. IV at 12:00.	Mme Bertrand.

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 8:00.	Instructor.
Sect. II at 9:00.	Mme Moussu.
Sect. III at 11:00.	Instructor.
Sect. IV at 12:00.	Mlle Rey.
Sect. V at 12:00.	Instructor.

25. DICTION, INTONATION, ELOCUTION.

This course is of capital importance to complete the work done in phonetics, and should not be taken without a good knowledge of phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph, enabling students to analyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to fifteen.

Sect. I at 9:00.	Mlle Rey.
Sect. II at 10:00.	Mme Moussu.
Sect. III at 11:00.	Mlle Rey.

Note: All students in the school, and especially those in the phonetics department, are urged to make the largest possible use of the Phonetics Center, with its recording and listening machines and fine collection of records. The phonetics instructors will hold regular consultation hours at the Center to assist students with their pronunciation problems, and to criticize their recordings.

C. Methods and Professional Training

Directeur d'études, Mr. Hocking

LS 1. NEW DEVELOPMENTS IN MODERN LANGUAGE TEACHING.

Much new material has been gathered in the last few years on this subject. New techniques for specific objectives, "intensive courses" under varying conditions, and new methods of approach have stimulated professional and public interest. Controlled

experimental courses and investigations are now being conducted by various institutions to evaluate these techniques scientifically. The course will study all these new developments both in theory and practice, and their possible application to peace-time teaching in our high schools and colleges. The course will be conducted in English, and is open to members of all the schools.

Daily at 12:00. MR. HOCKING.

LS 2. SEMINAR IN METHODS.

A special seminar for advanced students and experienced teachers; conducted in English, on the same subjects as LS 1; limited to fifteen students.

Hours to be arranged. MR. HOCKING.

33. FRENCH CLUB ACTIVITIES.

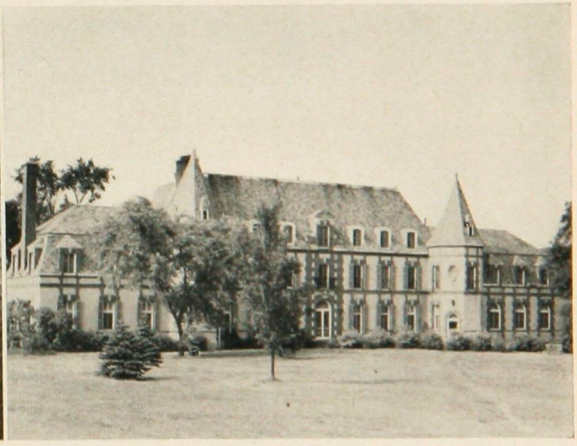
The various practical problems of a Cerele Français, will be carefully considered: the organization, the means of creating and maintaining a French atmosphere, the stimulation of student interest, the mastery of the requisite procedures, the finding and utilization of desirable material. Type programs will be worked out with all necessary documentation. Ways of providing entertainment and of fostering sociability. Songs, games, plays, dramatizations and adaptations, source material, the use of magazines, newspapers, photographs, stereopticon slides, films, etc. Students will have access to the valuable reference library and the material collected in Pearsons Hall. Personal conferences with the instructor about special problems.

Textbooks: *Le Cercle Français*, by Ruth C. Morize; and *Le Cercle Français*, by R. P. Jameson.

Daily at 10:00. MISS CRANDALL.

NOTE: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Miss Crandall, in charge of the collections, about their special needs.

Forest Hall



Le Château

D. Literature and Civilization

Directeur d'études, M. Guilloton

41. THE EVOLUTION OF FRENCH THOUGHT FROM THE EIGHTEENTH CENTURY TO THE PRESENT.

A study of the progress and development of French thought from the eighteenth century to the present. The course will begin with an analysis of the great thinkers of the eighteenth century, Voltaire, Diderot and Rousseau. It will unfold what may be termed the "drama" of nineteenth century ideas: the broadening of Romantic humanism with Hugo and Michelet; the crisis of positivistic and pessimistic naturalism with Flaubert, Baudelaire and Renan. In conclusion, the course will examine contemporary thought and literature to gather together the scattered elements of what constitutes a tragic sense of man, a tragic humanism.

Daily at 11:00. M. Guéhenno.

43. FRANCE OF YESTERDAY AND TODAY.

Now that for the first time in seven years France has a duly elected Parliament, a President and a Cabinet operating under the new Constitution of the Fourth Republic, it is important to understand the political developments in France. The course aims to acquaint the student with the current situation and to explain the complex problems of today in the light of the country's recent history. Political, religious, economic questions, political parties, problems of foreign policy, the great issues emerging from the war will be discussed.

Daily at 9:00. M. Guilloton.

44. FRENCH CIVILIZATION IN A CHANGING WORLD.

The age-long ideals and realities of French civilization, emerging again from the ordeal of war and occupation, are today put to a crucial test by a fast changing world. More than ever a correct understanding of the land of France and its civilization seems necessary. The course will present in a coherent way the various geographical, historical, economic, sociological, religious, educational, and cultural elements that make such an understanding possible, and examine them in the light of the many problems which France has yet to face.

Daily at 10:00. M. Bourcier.

45. THE PHILOSOPHICAL BACKGROUND OF MODERN FRENCH LITERATURE.

The course will study the development of the main currents of philosophical thought in France during the latter part of the nineteenth century and the early twentieth century. Auguste Comte's positivism, the anti-intellectualist reaction of Bergson, and the contemporary existentialist movement will be among the trends examined. Special emphasis will be laid upon the relationship between these schools of thought and the corresponding literary movements and personalities.

Daily at 12:00. M. Mohrt.

46. (CONTEMPORARY FRENCH THEATRE.)

Omitted in 1947; to be given in 1948.

47. NINETEENTH CENTURY PAINTING IN ITS RELATION TO LITERATURE.

An evaluation of the various schools of painting in nineteenth century France, and their relationship with the corresponding literary movements. The most representative artists of each school will be studied to illustrate the characteristics of the various movements as well as the evolution of both forms of artistic expression.

Daily at 10:00. MME GUÉHENNO.

48. (INTRODUCTION TO MODERN FRENCH POETRY.)

Omitted in 1947; to be given in 1948.

51. STUDIES IN THE CONTEMPORARY NOVEL.

A careful study of the present day movements and tendencies in the French novel. The authors studied will include Duhamel, Mauriac, Romains, Giraudoux, Malraux, Camus and Sartre. Readings and lectures, supplemented by a detailed examination of a few representative works through critical discussions and analyses.

Daily at 9:00. M. BOORSCH.

54. THE DRAMA OF THE ROMANTIC PERIOD.

The dramatic works of Hugo, Vigny, Dumas, Musset and Scribe will be studied and discussed from the point of view of dramatic theory and practice as well as background, influence, and literary value. A previous knowledge of the period, although not a prerequisite, would be desirable. Lectures, collateral readings, class discussions.

Daily at 10:00. M. DENKINGER.

55. REALISM IN THE FRENCH NINETEENTH CENTURY NOVEL.

The development of realism in the novels of four great masters: Balzac, Stendhal, Flaubert and Maupassant. The origins of realism will be discussed, as well as its relations with the general movement of ideas during the period. Lectures, collateral reading, discussions, written and oral reports.

Daily at 9:00. M. BRUNEAU.

56. PROSE AND POETRY OF THE SEVENTEENTH CENTURY.

The course will aim at presenting a broad outline of the main expressions of thought and art throughout the century: the tendency of the classical period towards organization and the divergent currents as seen in poetry, Christian humanism, libertine thought, baroque literature, novels and philosophy. Most readings will be from complete works, but the anthology by Peyre and Grant, *Seventeenth Century French Prose and Poetry*, will also be used.

Daily at 12:00. M. BOORSCH.

57. THE DRAMA OF THE SEVENTEENTH CENTURY.

The masterpieces of Corneille, Molière and Racine will be read and discussed. A study will be made of the evolution of the drama during the century, as well as the role played by minor authors, with factual data on stagecraft and the life of the actors. Lectures, collateral readings, class discussions.

Daily at 12:00. M. DENKINGER.

58. (THE RENAISSANCE AND ITS GREAT WRITERS.)

Omitted in 1947; to be given in 1948.

59. LIFE, LITERATURE AND ART IN THE MIDDLE AGES.

The purpose of this course is to acquaint the students with the artistic development of Medieval France, from the days of the Romanesque period to the full brilliance of the Gothic era. Special emphasis will be laid upon the relationship between this development and the historical, philosophical and literary evolution of France during this period.

Daily at 9:00. Mme Guéhenno.

61. OLD FRENCH.

The language spoken in France during the Middle Ages, as known through medieval literature. Discussion of the general linguistic principles involved in the development of its phonology, morphology and syntax from the classical Latin period to the Renaissance.

Daily at 8:00. M. Bruneau.

63. EXPLICATIONS DE TEXTES.

Practical direction and help in the reading and the interpretation of French authors, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students. Short passages from representative authors will be chosen for detailed analysis. The course will also be valuable for a review of the main currents of French literature.

Daily at 8:00. M. Asselineau.

66. READINGS IN CONTEMPORARY LITERATURE.

A course at the intermediate level, intended to develop vocabulary and facility in reading, an appreciation of literary style, and an understanding of contemporary prose authors. The course will be helpful in preparing for a reading examination, or as an introduction to advanced courses in French contemporary literature. Colette, Maurois, Duhamel, Proust and others will be represented among the writers studied. Class discussions and oral reports. (The course will count for undergraduate but not for graduate credit.)

Daily at 11:00. M. Guiet.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

E. Oral Practice

Directeur d'études, M. Thomas

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 9:00.	Mme Guilloton.
Sect. II at 10:00.	Mme Guilloton.
Sect. III at 10:00.	M. Pelmont.
Sect. IV at 11:00.	Mlle Brée.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M. A. degree.)

General meeting daily at 8:00; attendance required of all students enrolled in the course.

Sect. I at 9:00.	Mlle Courbot.
Sect. II at 9:00.	Mlle Delobel.
Sect. III at 10:00.	Mlle Lafon.
Sect. IV at 10:00.	Mlle Noviant.
Sect. V at 11:00.	Mlle Courbot.
Sect. VI at 11:00.	Mlle Delobel.
Sect. VII at 12:00.	Mlle Noviant.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active" one. The class work will comprise constant repetition of the elements of everyday speech; drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Sect. I at 9:00.	M. Thomas.
Sect. II at 10:00.	M. Mohrt.
Sect. III at 11:00.	Mlle Watney.
Sect. IV at 12:00.	Mlle Watney.

Credits Two credits will be allowed for each course, unless otherwise indicated. All courses count toward the Bachelor's degree, and all except Courses 14, 66, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Intermediate Composition,

"Dans la forêt lointaine. . . ." Pique-nique à Chipman Hill

Readings in Contemporary Literature, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may with the consent of the Dean be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M. A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, Civilization and Oral Practice. Courses 12, 23, LS 1 or 2, 74, and two courses in Group D other than 66, one of literature and one of civilization, satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10 to 11.

Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, post-

cards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Four assistants will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French School. The College Bookstore, in Recitation Hall, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore in Pearsons Hall attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. A complete collection of French books published in this country or Canada during the war—novels, poetry, drama, and non-fiction—will be found, and new books from France will be available here as soon as they can be obtained.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles were secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert-Rey, Directeur des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.

"La perruque et les plumes sont-elles comme il faut?"—*Le Bourgeois Gentilhomme*

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule. The Dean reserves the right to dismiss from the school students who willfully break this rule. (See page 5.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the College, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall Forest Hall is one of the newest and finest dormitories on the campus. It is built of native stone in colonial style; all rooms are single, with washrooms between every two rooms. There are reception rooms, parlors, and dining rooms, accommodating all the students living in the building. The offices of M. Guilloton and Mme Gall-Bernot, as well as the faculty club room, are also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall. Pleasant shaded grounds adjoin Battell Cottage and Pearsons Hall. Wright House is on the edge of the Lower Campus. Painter Hall, the oldest and most historic building on the campus, now completely remodeled, has attractive single and double rooms. Chairs on the lawn and under the trees provide pleasant opportunities for reading and study out of doors.

Dining Halls Four dining halls serve the French School, one in Battell Cottage, two in Forest Hall and one in the Château. The students gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Friday evening dramatic entertainments will be an important feature of the school life. Groups of faculty and students will present a varied program of plays. Community singing of folk songs is an important part of these evening meetings. *Chantons un peu*, by R. M. Conniston, Odyssey Press, will be used; students should bring their own copy. There will be lectures on Wednesday evenings by M. Guilloton and others, on subjects drawn from various phases of French life and culture. One of the most enjoyable elements of the school program is the series of concerts of chamber music on Sunday evenings by guest

artists. A series of foreign language moving pictures will be arranged for Tuesday evenings.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at 10:45 in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The large vested choir will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, June 27, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage. As soon as possible, students should report to the Dean to enroll for their courses, and to receive other information. (See also pages 8 and 9).

The first official assembly of the French School will be held on Sunday evening, June 29, at 8:00 at the Gymnasium. All students are required to attend. Classes begin at 8:00 Monday morning, June 30.

Consultations The entire staff of the school places itself at the disposal of the students for consultation and assistance. M. Guilloton, assisted by Mme Gall-Bernot, will hold regular consultation hours for all students in offices in Forest Hall. The Dean, M. Bourcier, may be consulted at the Château Office daily from 9:00 to 12:00, and by appointment, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Claude Bourcier, Dean of the French Summer School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees and other general information should be addressed to the Secretary of the Summer Schools, Middlebury College.

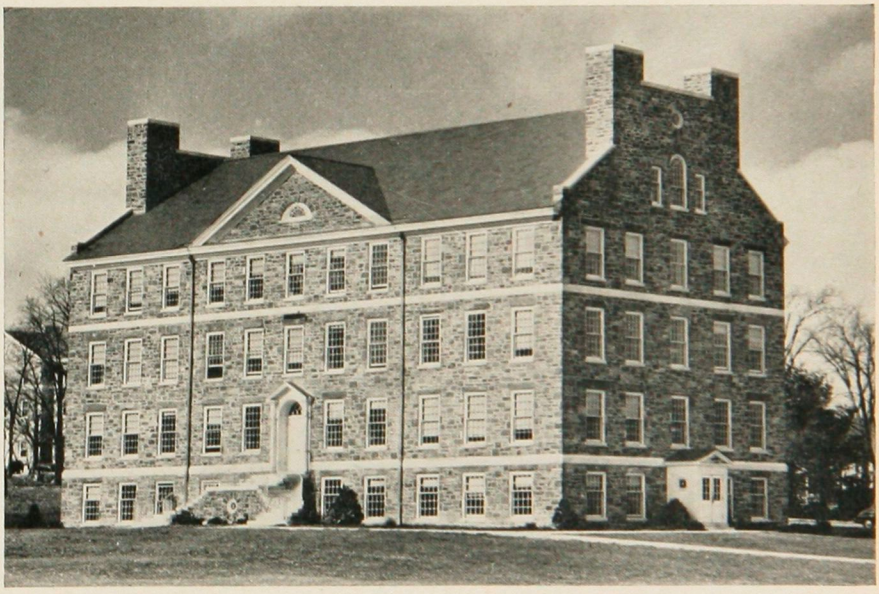
Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter for the summer, fall, or spring terms. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions.

Scholarships For the summer of 1947 thirty scholarships of seventy-

five dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

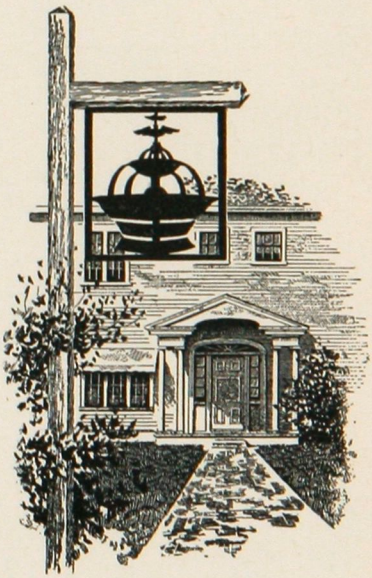
Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the French School: two James Richardson Scholarships, established by Mrs. James Richardson of Providence, R. I.; the Stella Christie Scholarship established by Mrs. C. C. Conover of Kansas City; the Berthe des Combes Favard Scholarship, given by the Amicale of Chicago; several scholarships by generous anonymous donors; and an unspecified number of French Government Scholarships.

Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $165. Those interested should write to Prof. Claude Bourcier for application blanks.



Munroe Hall

Deutsche Sommerschule



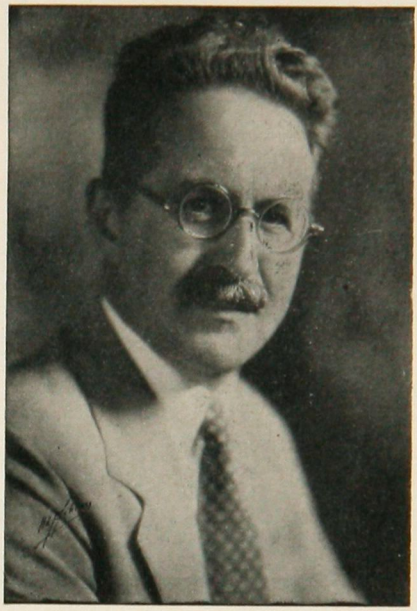
THE GERMAN SCHOOL

(From June 30 to August 14)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they may merge into the intimate circle in which German is their sole medium of communication.

GERMAN SCHOOL STAFF



ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902–1908; Ph.D. Leipzig, 1908. University of Wisconsin: Instructor to Associate Professor, 1908–17; Oberlehrer at the Collegio Aleman, Mexico City, 1920–23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924–27. The Johns Hopkins University: Associate Professor of German 1927–28, Professor of German, since 1928. National President AATG, 1939, 1940. Executive Council, MLA. The Middlebury College School of German, since 1931.

Publications: *Die Leiden des jungen Werthers von Johann Wolfgang Goethe*, Oxford University Press, 1914; Goethe's *Hermann und Dorothea*, Scribner's, 1917; Hauptmann's *Einsame Menschen* (with M. G. Evans), Henry Holt and Co., 1930; articles in *Germanic Review*, *Modern Language Notes*, *Monatshefte für deutschen Unterricht*, and other periodicals. Advisory Editor *Modern Language Notes*.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918–23) and Giessen (1929–30); Teachers' College Columbia University, 1928–29. Ph.D. Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923–27. University of Wisconsin, Instructor in German, 1927–28; Hunter College, Instructor in German, 1928–29; Studienrat, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930–31. New York University, Instructor, 1931–32. Middlebury College, Associate Professor, 1932–1942, Professor, since 1942. The Middlebury College School of German since 1931.

Publications: Friedrich Schnack: *Klick aus dem Spielzeugladen*, Henry Holt and Co., 1935; *Wege zur deutschen Kultur*, J. B. Lippincott Company, 1937; *Vom Bild zum Wort*, J. B. Lippincott Company, 1938; *Kleine Deutsche Realienkunde*, Publications of the Interscholastic Federation, 1940; *Heitere Geschichten*, W. W. Norton, 1940; articles in various journals.

BERNHARD BLUME.

Universities of Munich, Berlin, and Tübingen, 1919–23; Staatsexamen, Tübingen, 1923; Ph.D. Institute of Technology, Stuttgart, 1935. Mills College: Visiting Professor of German, 1936–37, Associate Professor, 1937–41, Professor, 1941–45,

Convenor of the School of Language and Literature, 1939–42. The Ohio State University: Professor of German, since 1945. Middlebury College German School, 1947.

Publications: *Fahrt nach der Südsee*, 1925; *Bonaparte*, 1926; *Treibjagd*, 1927; *Feurio*, 1928, and other plays and stories. *Das Weltbild Arthur Schnitzlers*, 1936; *Thomas Manns Goethebild*, PMLA 1944; numerous articles and reviews in German and American periodicals.

FRANZ RAPP.

Universities of Munich and Erlangen, 1903–14. Ph.D., Erlangen, 1914. Assistant at Archeological Institute and Art Gallery of University of Erlangen, 1908–14; Theatre Museum, Munich: Assistant Curator, Curator and Chief Curator, 1919–36; Professor, Academy for Applied Art, Munich, 1929–35; Lecturer, University of Cambridge and Warburg Institute at London, 1939; Honorary Fellow, Yale University, 1939–41. Librarian, Theatre Collection, New York Public Library, 1941–45; Professor of the History and Appreciation of Art, Howard University, since 1945. Middlebury College German School, 1941, 1945, 1947.

Publications: *Goethes Faust auf der Bühne; Süddeutsche Theaterdekorationen aus drei Jahrhunderten; Deutsche Theaterausstellung Magdeburg; Goethe und München; Ein unbekanntes Bildnis C. M. von Webers.* Articles in *Museumskunde, Neues Archiv für Theatergeschichte, Contemporary Review, Monatshefte für deutschen Unterricht, Theatre Annual*, etc.

ARNO C: SCHIROKAUER:

Universities of Berlin, Halle, Munich, 1918–21; Ph.D., Munich, 1921. Research Assistant: University of Munich, Bavarian Academy of Sciences, Deutsche Bücherei, 1921–28; Assistant Professor of German, Southwestern, 1939–41. Research Fellow, Yale University, 1941–43; Visiting Professor of German, Kenyon College, 1943–44; Yale University, 1944—. Middlebury College German School, 1942–45, 1947.

Publications: *Mittelhochdeutsche Reimgrammatik; Expressionismus der Lyrik; Lassalle.* Articles and reviews in German and American periodicals. *Corona.* Studies in Philology. (Co-Editor), 1941.

RUTH A. H. SEIFERT.

A.B., Carnegie Institute of Technology; A.M., Middlebury College German School, 1944; Juillard School of Music, New York, 1943–45; Diploma in Organ, 1944. Upper Darby High School, 1945; Instructor in German, Ohio State University, since 1946. Middlebury College German School, 1943—.

WILLIAM K. SUNDERMEYER.

Universities of Giessen, Kiel, Goettingen, 1913–1922. Certificate pro facultate docendi, Ph.D. Goettingen 1923. Deutsches Institut für Ausländer an der Universität Berlin 1923–1933. Studienrat at various schools in Berlin 1930–38. Gettysburg College, Assistant Professor of German 1939–40, Professor, since 1940. Middlebury College German School, 1947.

Publications: *Deutsche Sprachlehre für Ausländer* (with H. Schulz), Verlag des Akademischen Auskunftsamts der Universität Berlin 1928; *Glimpses of America* (with King Hendricks), Weidmannsche Verlagsbuchhandlung Berlin 1930; *Yankee Stories*, Weidmannsche V. Berlin 1931; *Verse*, Fritz Finck Verlag Weimar 1933; Articles in *Mitteilungen des Deutschen Ausländerinstituts an der Universität Berlin*, in *Inter Nations*, in *Deutschland, Lesebuch für studierende Ausländer*, etc.

Die Deutsche Schule 1946

WERNER VORDTRIEDE.

Universities of Zürich, Cambridge, Cincinnati, Northwestern, 1934–42; M.A. Cincinnati, 1939; Ph.D. Northwestern, 1944. Rutgers University: Instructor, 1942–44; Central Michigan College: Assistant Professor, 1944; Princeton University: Instructor in German since 1945.

Publications: Articles in foreign and American periodicals on comparative literature, 19th century and modern authors.

EVENING LECTURES

A SURVEY OF GERMAN CIVILIZATION AND CULTURE from 800–1900, embracing the fields of political and economic history, religion, education, music, art, and literature (illustrated).

Members of the Staff.

THE COURSES OF STUDY

PRELIMINARY EXAMINATION.

On Tuesday, July 1, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

A. Literature

(An advance reading list for literature courses will be furnished by the Language Schools Office or the Dean upon application)

11. A SURVEY OF EARLY GERMAN LITERATURE from its beginnings to the end of the 15th century.

Representative works such as the Hildebrandslied, the Nibelungenlied, M.H.G. lyrics, the religious drama, writings of Hans Sachs and the Reformation will be studied in connection with political, religious and artistic currents of the time.

7:30 MR. SCHIROKAUER.

15. A SURVEY OF NINETEENTH CENTURY LITERATURE from the death of Goethe to the beginning of Naturalism (1830–1880).

The transition from Romanticism to Realism, from individualism to social consciousness in literature, art, economics, and philosophy. 8:30 MR. FEISE.

20. SPECIAL INVESTIGATION.

Students advanced in their studies may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured (one or two credits).

25. SCHILLER'S CRITICAL ESSAYS and PHILOSOPHICAL POEMS.

Schiller's dramas and poems as an expression of the German Classical Period and their relation to the philosophy of the time. 10:30 MR. FEISE.

34. LYRIC POETRY.
The development of German poetry from Impressionism to Expressionism with special emphasis on Rilke. 11:30 Mr. Blume.

37. MODERN FICTION.
Stories of the 19th and 20th centuries will be read and discussed in detail during the first part of the session; during the second, critical analysis will be based upon rapid reading. (No advanced students will be admitted so that reading and speaking ability of the participants may be developed gradually.) 9:30 Mr. Vordtriede.

B. Civilization

43. HISTORY OF GERMAN ART.
The development of German architecture, sculpture, and painting in their highest achievements. Analysis of content, form, and style. Discussions and student reports. 9:30 Mr. Rapp.

C. Language

51. HISTORICAL SURVEY OF THE GERMAN LANGUAGE.
An introduction to the essentials of German phonology, morphology, syntax, and semantics. Readings illustrating the most important stages of the evolution of the language. 11:30 Mr. Schirokauer.

55. PRACTICAL PHONETICS.
A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German, such as rhythm and speech melody as factors of expression. 8:30 Mr. Neuse.
All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory until their defects are corrected.

D. Language Practice

61. ADVANCED COMPOSITION AND STYLISTICS.
A systematic study of style, shades of meaning, adequacy of expression. Model selections of prose and master translations will form the basis for imitative composition and for translation of passages of increasing difficulty. A thorough knowledge of German grammar is prerequisite for this course. 7:30 Mr. Rapp, Mr. Neuse.

65. COMPOSITION AND GRAMMAR REVIEW.
A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of synonyms and idioms. 7:30 Miss Seifert, Mr. Vordtriede.

68. GRAMMAR.
A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward the M.A. degree). 7:30 Mr. Sundermeyer.

69. ORAL PRACTICE.
The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to

the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the GRAMMAR course, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see page 42.) No auditors. Two credits (no credit toward the M.A. degree). 8:30 Miss Oertel.

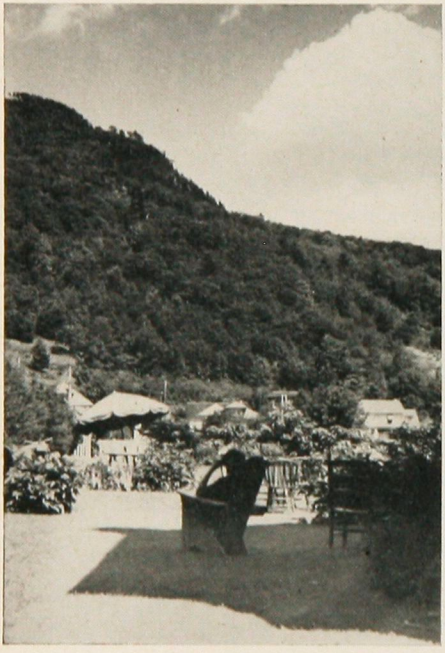
LANGUAGE CLINIC. *Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will assigned to individual members of the staff for extra work.*

E. The Teaching of German

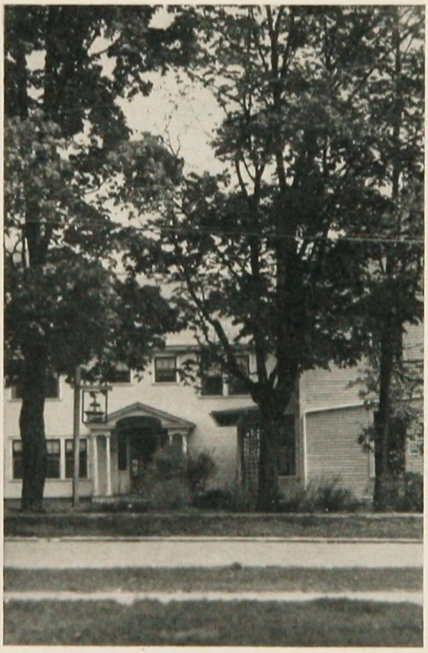
71. METHODS OF TEACHING.

A comparative study of contemporary writers and movements in the field of modern language teaching for the purpose of appraising, developing, and formulating their contribution to the teaching of German in secondary schools and colleges. Objectives, educational values, scientific foundation of modern language teaching on the basis of modern psychology, phonetics, and progressive educational theory. Selection and organization of subject matter, critical discussion of various theories of methods, choice and use of textbooks on beginners' German, grammar, reading, and literature.

2:30 Mr. Sundermeyer.



The Garden



The Inn

*SCHEDULE

	7:00 Breakfast	
7:30 Early Literature	Advanced Composition	Composition
8:30 19th Century	Phonetics	
9:30 Art	History of Language	Modern Fiction
10:30 Schiller		Grammar
11:30 Lyrics		Oral Practice
	12:30 Lunch	
2:30 Methods		
	6:30 Dinner	

** Subject to change*

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's *Faust* (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1947)
12. Barock und Aufklärung (1948)
13. The Classical Period (1949)
14. The Romantic Period (1950)
15. Nineteenth Century (1947)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's *Faust*
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit.

B. CIVILIZATION

(3 year rotation)

41. German History (1948)
42. German Folklore (1949)
43. German Art (1947)

C. LANGUAGE

51. History of the German Language (1947)
55. Phonetics

D. LANGUAGE PRACTICE (yearly)

61. Advanced Composition
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students and those majoring in the language, they should also attract others who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library

The Director

Folk Dancing

and art collection lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. For it is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country.

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 4. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 42). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and the carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Auditors see page 10).

Credits Two credits will be allowed for all courses meeting five hours a week. All courses count toward the Baccalaureate degree and all except Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on page 6.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 6 to 11.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table pre-

sided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon meal German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures Lectures will be given after dinner three times weekly. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. Emphasis is laid upon having the musical life of the school grow out of the active cooperation of the students themselves. Special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music.

Recreation and Sport On Saturdays, the school organizes hikes into the near-by Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of week-end relaxation during which the foreign language is used in an atmosphere different from that in the classroom and study. The local ball park where group games (Schlagball, etc.) are frequently played, tennis courts, and a good golf course in the vicinity of the village offer further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.

OTHER INFORMATION

Arrival On June 30, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 10:00 a. m. on. All students will meet the representatives of the College Treasurer at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 Tuesday morning, July 1.

Bookstore At the Bücherstube books used in the courses may be

purchased; but also other books and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

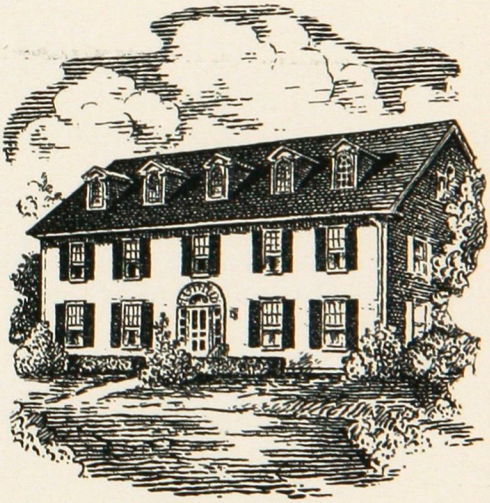
Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

In addition to the *Martin Sommerfeld Scholarship* four other scholarships of $50 each are available.

These five scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 1. The awards will be announced by June 1.

Address Correspondence concerning courses, credits, degrees, and admission to the School, should be addressed to Prof. Werner Neuse, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to Summer Schools Office, Middlebury College, Middlebury, Vermont.

Scuola Italiana



THE ITALIAN SCHOOL

(From June 27 to August 14)

The Italian School of Middlebury College, modeled upon the other Middlebury Language Schools, was founded in 1932 by Dr. Gabriella Bosano, of Wellesley College. On her resignation in 1938, Dr. Camillo Merlino, of Boston University, and a past president of the American Association of Teachers of Italian, was appointed Director.

Despite the war, the Italian School has enjoyed a sound and steady growth. Now the School is ready to meet the demand for new and varied implementations of spoken Italian. It will continue to be a major aim of the Italian School of Middlebury College to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

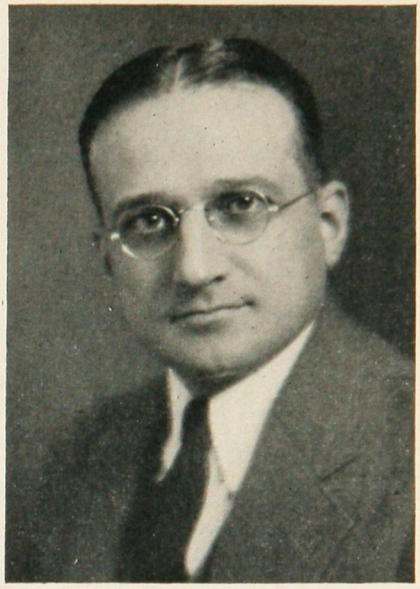
The Session of 1947 The Director is pleased to announce the appointment of Dr. Elio Gianturco as Visiting Professor. He is a graduate of the University of Naples and at present is a member of the research staff of the Library of Congress. His special course on DE SANCTIS AS A LITERARY CRITIC will be a timely companion to a GENERAL VIEW OF ITALIAN LITERATURE. In this latter course, offered by Dr. Salvatore Castiglione, of Yale University, there will be studied the most significant landmarks in the literary history of the Italian people. In addition to the carefully graded basic courses designed especially for training in spoken and written Italian, Professor Carbonara, of Barnard College, will again present ORAL STYLISTICS, an advanced course emphasizing the difference between what is merely correct and what is Italian. FROM LATIN TO ITALIAN should be of special interest to teachers as an introduction to the philological background of words and their ways in Italian speech.

The Italian School is happy to welcome to its teaching staff Dr. Grazia Avitabile, of Wheaton College, and Signor Franco Princiotta, a graduate of the Liceo Dante Alighieri in Fiume and at present Lecturer on Italian at Boston University.

Opportunities for independent study and research, both literary and linguistic, will as usual be available under the guidance of the Director with the collaboration of the staff.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director.*



A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926–27, (study in France, Italy, and Spain); Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924–26 and Radcliffe College, 1927–28; Instructor in French, University of California, 1928–29; Associate in Italian, Bryn Mawr College, 1929–30; Assistant Professor of Italian, University of Michigan, 1930–36; Associate Professor, 1936–37; Associate Professor of Romance Languages, Boston University, 1937–38; Professor, 1938—; Convenor for Foreign Languages in the Army Specialized Training Program 1943–44; Acting Director and Visiting Professor, Middlebury College Italian Summer School, 1938; Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932–40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston, 1937—; Member of the Modern Language Association of America, Dante Society, American Association of University Professors; President, New England Modern Language Association, 1946–47.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

ELIO GIANTURCO, *Visiting Professor.*

Laurea in giurisprudenza, University of Naples, 1920; Diploma di Abilitazione all' insegnamento della Lingua e Letteratura Inglese; A.M. (English), Rollins College, 1929; Ph.D., Columbia University, 1937. Instructor in German in the Liceo Vittorio Emanuele, Naples, 1925–26; Visiting Instructor in Italian Literature, Columbia University Summer Session, 1928; Instructor in Italian, University of California, 1929–31; Instructor in French, City College, New York, 1931–33; Instructor in Romance Languages, The Catholic University of America, 1935–38; Research Assistant to the Chief of the Foreign Law Section, Law Library, Library of Congress, Washington, D. C., 1940—.

Publications: Poetry—*Liriche dell'estasi* (Zanichelli, Bologna); *Sarabande* (Lemonnier,

Firenze); *L'orto dei cigni* (Alpes, Milano). Criticism—*Gioberti and Counter-revolutionary Doctrine*, Romanic Review, 1933; *Paul Valéry's Conception of Poetry*, Romanic Review, 1933; *Suárez and Vico*, Harvard Theological Review, 1934; *Olgiati. Cartesio*, The New Scholasticism, 1937, and many other articles, as well as reviews. *Antologia della lirica tedesca contemporanea*, Baretti, Torino, 1926 (translator); *Joseph de Maistre and Giambattista Vico*, published doctoral dissertation, Columbia University, 1937.

Member of the Modern Language Association of America, The American Association of Teachers of Italian, and many other learned societies. Has traveled extensively in Italy, Germany, and France and has lectured widely in the United States on topics of cultural history for the Italy-America Society of New York.

SIGNORINA GRAZIA AVITABILE.

Educated in Italy until 1935; A.B., Smith College, 1937; A.M., Smith College, 1938; Ph.D., Bryn Mawr College, 1942; Fanny Bullock Workman Traveling Fellow of Bryn Mawr College, 1940–41; Part-time Instructor in Italian, Bryn Mawr College, 1939–40; Instructor in Italian and French, Wheaton College, Norton, Mass., 1942–; overseas service, Office of Strategic Services, 1944–45; Instructor in French, Bryn Mawr College, 1945–46; Middlebury College Italian School, 1947

SIGNORINA TERESA CARBONARA.

Born and educated in Italy; A.B., Barnard, 1920; A.M., Columbia University, 1921; completed residence requirements for Ph.D. at Columbia, 1925–29; Instructor in Latin and French, College of New Rochelle, 1921–24; Instructor in Italian, Spence School, New York, 1924–29; Instructor in Italian, Barnard College, 1929–45; Associate in Italian, 1945—, and Acting Chairman of the Department of Italian, 1946—. Lecturer on general topics of Italian culture; contributor to professional publications; Middlebury College Italian Summer School, 1936–42; 1944, 1945, 1947.

SALVATORE GIUSEPPE CASTIGLIONE.

A.B., Yale University, 1932; Ph.D., 1939; Italian-American Exchange Fellow, University of Florence, 1934–35; Instructor in Italian, Yale University, 1938–43; 1944—; Instructor in Italian language and "area," Army Specialized Training Program, Rutgers University, 1943–44; Translator of texts from Italian to English for the Yale School of Drama, 1935–36; Middlebury College Italian Summer School, 1938, 1939, 1946, 1947.

Author of articles and book reviews in *Books Abroad*, *Italica* and the *Bulletin* of the New England Modern Language Association; Translator of Benedetto Croce, *Politics and Morals* (Philosophical Library, 1945). In preparation: an edition (in collaboration) of Dario Niccodemi's *Le Tre Grazie*.

ELTON HOCKING.

Ph.D.; Assoc. Prof. at Northwestern Univ.; Pres. of Am. Ass'n of Teachers of Italian; Pres. of Ass'n Mod. Lang. Teachers of Central West and South; for complete curriculum vitae, see page 19.

FRANCO PRINCIOTTA.

Diplomato del Ginnasio Giuseppe La Farina, Messina, 1935; *Maturità Classica* del Liceo Dante Alighieri, Fiume, 1938. Served as an interpreter in the United States Army 1942, 1943; A.M. Calvin Coolidge College, 1947. Instructor in Spanish and Latin, Monson Academy, 1945–1946; Lecturer on Italian, Boston University, 1946–47. Middlebury College Italian Summer School, 1947.

La Scuola Italiana, 1946

AUXILIARY PERSONNEL

Signorina Maria Borra, A.M., Secretary to the Director
Signorina Anna Iannaccio, A.M., Aide to the Director
Signorina Lucia Spica, A.M., Assistant in Social Activities

THE COURSES OF STUDY

A. Language

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar; vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 8:00. Signor Princiotta.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms.

Daily at 8:00. Signor Castiglione.

3. ORAL PRACTICE AND SELF-EXPRESSION.

Daily training in current Italian designed to help the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on assigned topics and debates.

Daily at 9:00. Signorina Avitabile.

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Sect. I, daily at 9:00. Signor Princiotta.
Sect. II, daily at 10:00. Signorina Avitabile.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercises, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 11:00. Signorina Carbonara.

6. FROM LATIN TO ITALIAN.

Through lectures and the analysis of texts, this course is designed to present in outline the historical development of present-day Italian with special emphasis on its

phonology. Frequent reference will be made to the linguistic phenomena pertinent to the teaching of Italian as well as to cognate developments in the sister Romance languages.

Daily at 8:00. SIGNOR MERLINO.

7. IDIOMATIC VARIATIONS AND VOCABULARY.

(Omitted in 1947.)

LS 1. NEW DEVELOPMENTS IN MODERN LANGUAGE TEACHING.

Much new material has been gathered in the last few years on this subject. New techniques for specific objectives, "intensive courses" under varying conditions, and new methods of approach have stimulated professional and public interest. Controlled experimental courses and investigations are now being conducted by various institutions to evaluate these techniques scientifically. The course will study all these new developments both in theory and practice, and their possible application to peace-time teaching in our high schools and colleges. The course will be conducted in English, and is open to members of all the schools.

Daily at 12:00. MR. HOCKING.

LS 2. SEMINAR IN METHODS.

A special seminar for advanced students and experienced teachers; conducted in English, on the same subjects as LS 1; limited to fifteen students.

Hours to be arranged. MR. HOCKING.

B. Literature and Civilization

11. GENERAL VIEW OF ITALIAN LITERATURE.

The great works of Italian literature from Dante to Pirandello will be examined so as to present an outline of Italian social and intellectual life.

Daily at 11:00. SIGNOR CASTIGLIONE.

12. DANTE AND HIS TIMES (THE *PURGATORIO*).

In the course of three summers the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1947 the *Purgatorio* will be the object of special study. This course may be taken for credit in three successive summers.

Daily at 10:00. SIGNORINA CARBONARA.

13. DE SANCTIS AS A LITERARY CRITIC.

Against the background of preceding literary criticism in Italy and other European countries, the achievement of Francesco De Sanctis will be analyzed as a key to the Italian conscience and as an abiding influence on subsequent esthetic and literary theories. The student will be introduced to the general problems of evaluation and to the history of the techniques of literary analysis.

Daily at 9:00. SIGNOR GIANTURCO.

14. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance

offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO,
with the collaboration of members of the staff.

Schedule of Classes

8:00	1	Intermediate Composition	SIGNOR PRINCIOTTA
	2	Advanced Composition	SIGNOR CASTIGLIONE
	6	From Latin to Italian	SIGNOR MERLINO
9:00	3	Oral Practice	SIGNORINA AVITABILE
	4 I	Advanced Oral Practice	SIGNOR PRINCIOTTA
	13	De Sanctis as a Critic	SIGNOR GIANTURCO
10:00	4 II	Advanced Oral Practice	SIGNORINA AVITABILE
	12	Dante and His Times	SIGNORINA CARBONARA
11:00	5	Oral Stylistics	SIGNORINA CARBONARA
	11	Italian Literature	SIGNOR CASTIGLIONE
12:00	LS 1	Modern Language Teaching	MR. HOCKING

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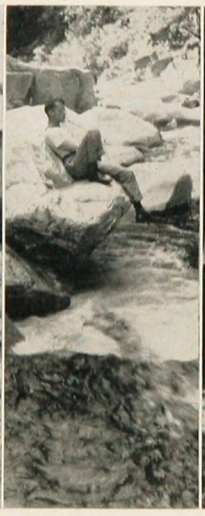


Ripton Gorge

. . . flag raising . . .

LIFE IN THE SCHOOL

Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery.

Italian Dormitories For the summer of 1947, four fine fraternity houses on the Middlebury College campus, providing excellent dormitory accommodations, will serve as headquarters for the Italian School. Equipped with attractive social rooms and surrounded by spacious lawns shaded by trees, these houses lend themselves to the development of an atmosphere of friendly informality so conducive to "oral practice" —one of the main features of the Middlebury experience. Dr. and Mrs. Merlino will reside in Sigma Phi Epsilon, thus actively promoting the spirit of good fellowship and understanding in an Italian atmosphere.

The Italian Dining Room The attractive dining hall in Delta Kappa Epsilon will again be available to the Italian School. The hum of conversation in the dining room, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies, and social gatherings. All *students are expected to take part in the weekly choral assembly and to attend extracurricular lectures and programs.* The school picnics, informal instruction in folk dances, tennis, the popular games of "bocce" and "calcio," as well as hiking, afford further pleasant relaxation. Members of the Italian School are always cordially invited to attend the special lectures and evening programs given under the auspices of the other Language Schools.

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all courses count toward the Master's degree. (See also page 6.)

Note: Course 2 (Advanced Composition) and Course 5 (Oral Stylistics) may be taken twice for credit, as the material of the courses varies each year. Course 12 (Dante) may be taken three times for credit,

once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for enrollment on Friday, June 27, and classes begin Monday, June 30, at 8:00 a. m. (See also pages 8 and 9.)

Admission Students may enter without examination, and without being candidates for degrees. No student, however, will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Enrollment As soon as possible after arriving on June 27, every student should enroll for courses with the Director. After arranging his program, he will be directed to the Treasurer for the payment of fees. Late enrollment is subject to fine and will not be permitted after the first week. (See page 9.)

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10 and 11.

Scholarships For the summer of 1947, several scholarships, all of fifty dollars each, are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before April 15. Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the School:

Ten Bonomo Scholarships offered for the sixth consecutive year by Mr. and Mrs. Richard V. Bonomo, of Glen Ridge, New Jersey.

The Thomas J. Quirk Circolo Italiano Scholarship offered for the eighth consecutive year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Italian Teachers Club of Hartford, Conn., Scholarship offered for the eighth consecutive year.

The Rochester Scholarship offered for the fourth consecutive year by "IL SOLCO," Italian Cultural Society of Rochester, New York.

The Middlebury College Italian School Scholarship offered by the students and faculty in the 1946 session.

One scholarship offered for the second year by the Reverend Dante del Fiorentino, Pastor of St. Rocco's Church, Glen Cove, Long Island.

One scholarship offered by Mr. Lorenzo Bongiovanni and Mr. Rocco Mastrangelo.

One scholarship offered by Mr. Max Cooper of Forest Hills, New York.

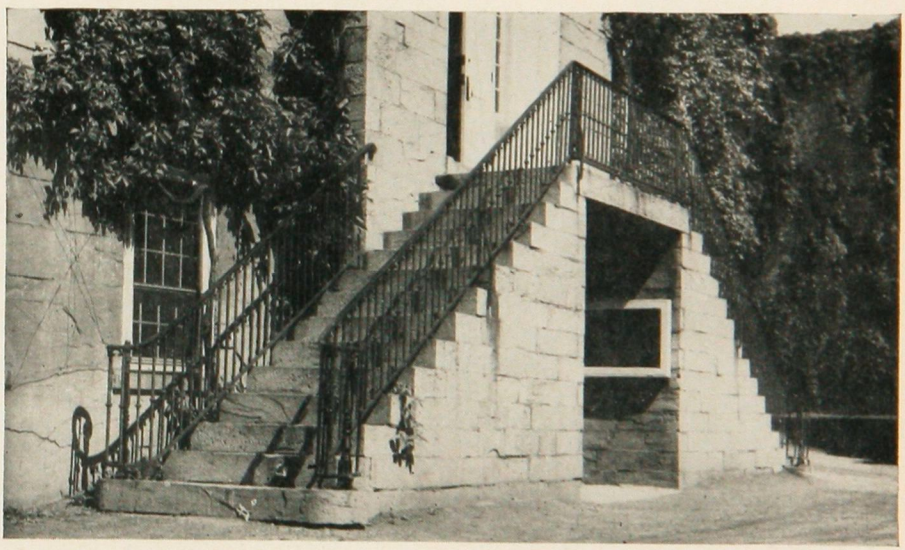
Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining

room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. Those interested should write for information and application blanks to Dr. Merlino.

Books A well-balanced and constantly expanding collection of Italian books, housed in the College Library, amply provides for the needs of the students. In addition, textbooks and other aids for the teaching of Italian will be available for examination.

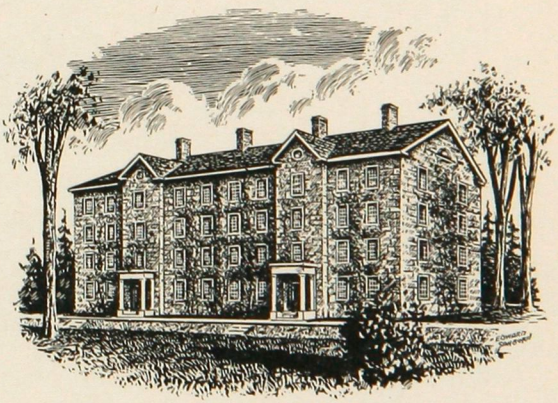
In Sigma Phi Epsilon there is also an Italian bookshop at which students will be able to purchase the texts required for class work, as well as dictionaries and a variety of books of classic and modern Italian literature.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Dept. of Romance Languages, Boston University, Boston 16, Massachusetts. Correspondence concerning fees, rooms, and other general information should be addressed to the Secretary of the Summer Schools, Middlebury College, Middlebury, Vermont.



Old Chapel Steps

Русская Школа



THE RUSSIAN SCHOOL

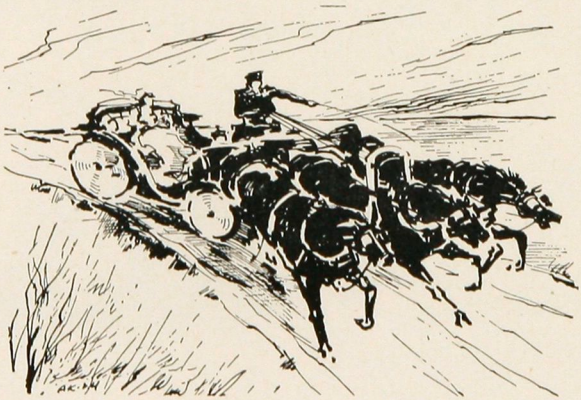
(From June 27 to August 14)

The Russian School enters its third year with a greatly increased and eminently qualified staff of native instructors, enlarged facilities, an expanded curriculum and a richer entertainment and lecture program. As in the past, it will strive to provide its students with the linguistic and cultural background indispensable to peaceful cooperation with Russia, as well as to furnish a needed tool for the scientist, diplomat, artist and teacher.

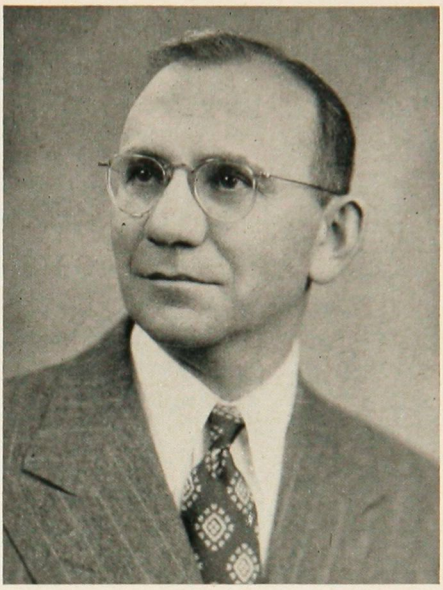
An event of paramount importance in the history of the School was the expansion and rotation of its offerings to permit work toward the M.A. and D.M.L., thus placing it on the same basis as the other Middlebury College Summer Language Schools.

The School, with a faculty of ten, will continue under the direction of Dr. Mischa H. Fayer, head of the Russian Department at Middlebury College. Dr. Fayer is happy to announce the return of the entire faculty of last year. New to the School this year are: Samuel Kutscheroff, Dr. Ivan Lopatin, Julia Sazonova, and Dr. Tatiana Isnard Vacquier, all of them distinguished scholars on various phases of Russian language, literature and history.

Special features of the session will be the following new courses: DEVELOPMENT OF RUSSIAN DRAMA, taught by the well-known literary critic, Julia Sazonova, and coordinated with the dramatics program, in charge of the gifted dramatics director, Mrs. Anastasia Feodorova-Pressman; STYLISTICS and RUSSIAN POETRY OF THE NINETEENTH CENTURY, taught by Elias Tartak, profound student of Russian culture; and PHONETICS AND INTONATION, by Aron Pressman, whose Russian language records were used by the U.S. Army.



RUSSIAN SCHOOL STAFF



MISCHA HARRY FAYER, *Director.*

Beletskaya Gimnaziya, Bessarabia, Russia, 1923, *cum laude;* A.B., University of Minnesota, 1926; A.M., 1928; Ph.D., Columbia University, 1945; certificat après examens, Sorbonne, 1931; graduate study, University of Southern California and Claremont Colleges.

Chairman, Department of Foreign Languages, State Teachers' College, Dickinson, North Dakota, 1929–1939; Chairman, Division of Languages and Literature, 1939–1942; Instructor in French and German, Fullerton Junior College, Fullerton, California, 1938–1939; Instructor in Russian, Michigan State College, 1942–1943; Associate Professor of Russian, Middlebury College, 1943—; Director and Dean, Middlebury College Russian Summer School, 1945—.

Member, Lambda Alpha Psi, honorary in languages and literature; Modern Language Ass'n.; American Ass'n. of Teachers of Slavonic and East European Languages; Chairman, Committee on Methodology of latter organization since 1945. Lecturer on Russian literature and civilization.

Author of *Gide, Freedom and Dostoevsky* (1946). Director and coordinator in revision of Bondar's *Simplified Russian Method* (in progress).

ELTON HOCKING.

Ph.D.; Assoc. Prof. at Northwestern Univ.; Pres. of Am. Ass'n of Teachers of Italian; Pres. of Ass'n Mod. Lang. Teachers of Central West and South; for complete curriculum vitae, see page 19.

SAMUEL KUTSCHEROFF.

Graduate, St. Vladimir University, Kiev; Law degree, University of Berlin; M.A., Columbia University.

Member of the bar, Kiev; Research Institute on Peace and Postwar Problems, 1942; taught Russian, A.S.T.P., New York University, 1943–44; Russian technological translator, War Department, AGO, 1944–45; Middlebury College Russian Summer School, 1947.

Contributor of numerous articles on history and economics to Russian newspapers and periodicals.

IVAN A. LOPATIN.

Graduated, Russian Imperial State University, Kazan, Russia; M.A., University of British Columbia, Vancouver, B.C.; Ph.D., University of Southern California.

Taught in Vladivostok and Habarovsk, 1912–17; Director of Gov't. Teachers Seminary, Nikolayevsk on the Amur, 1917–19; in Habarovsk, 1919–20; Asst. Prof., Far Eastern State University, Vladivostok, 1920–25; Professor, Pedagogical College, Harbin, China, 1925–26; Associate in Anthropology, Univ. of Washington, 1930–32; Asst. Prof. of Anthropology, Univ. of So. Calif., 1935—; Chairman, Slavic Studies Dept., Univ. of So. Calif., 1946—; Middlebury College Russian Summer School, 1947.

Numerous anthropological expeditions under auspices of Russian and Canadian governments.

Author of thirty-three books and articles in the fields of Slavic Studies, Archaeology and Anthropology.

Member, Phi Beta Kappa, American Assn. of Teachers of Slavonic and East European Languages, Russian Geographical Society, Philological Society of So. Calif., etc.

ANASTASIA FEODOROVA-PRESSMAN.

Graduated Odessa Gimnaziya. Active in theatre work in Russia, the Far East and United States. Private classes in Russian. Special training in phonetics and methodology. Instructor in Russian, American-Russian Institute, 1943—; Middlebury College Russian Summer School, 1946—.

Collaborator on revision of Bondar's *Simplified Russian Method* (in progress).

ARON S. PRESSMAN.

Graduate of Gimnaziya and Conservatory of Music, Tiflis. Further study at University of Leningrad. Special training in Language Methodology and Phonetics. Taught diction to Russian singers, including operatic artists. Chairman, Russian Division, A.S.T.P., City College, New York; Instructor in Russian, American-Russian Institute, 1943—; Middlebury College Russian Summer School, 1946—.

Made records in Russian for U. S. Armed Forces Institute. Editor of *Russian Learn-A-Lingo.*

Collaborator on revision of Bondar's *Simplified Russian Method* (in progress).

JULIA L. SAZONOVA.

Graduated from St. Petersburg Gimnaziya, Women's University, St. Petersburg, and the Imperial Dramatic School; Baccalauréat, Sorbonne; graduate study, Teachers' College, Columbia University.

Instructor in Russian, Putney School, Vermont, 1944–46; Columbia University, 1946—; Middlebury College Russian Summer School, 1947.

Lectured widely in Russia, France and Portugal. Contributor of articles on music, drama, and art to Russian, French, English and American periodicals. Books: *Littérature Soviétique, La Vie de la Danse, Portugal, the Life and Art of its People, History of Russian Literature,* 2 vols. (to be published in 1947 by Dutton).

ELIAS L. TARTAK.

Graduate of Voznesensk Classical Gimnaziya; A.B., McGill University, Canada; graduate study, Columbia University; Lieutenant, Canadian Army, 1918–19. Instructor in Russian language and literature at McGill, Rand School of Social Science, and Cornell University. Now affiliated with New School for Social Research and City College, New York; Middlebury College Russian Summer School, 1946—.

Contributor to various Russian and English periodicals on literary subjects.

Russian School, 1946

MARYA ANDREYEVNA TOLSTOY.

Pre-collegiate education in Russia. Graduated Charles University, Prague, 1933; Degree of First Class in Slavonic Literature and Philology, University of Prague, 1939.

Lecturer on Russian subjects in colleges and universities in eastern and central United States, 1940–1942; Instructor in Russian, Cornell University, 1942; Instructor in Russian, A.S.T.P., City College, New York, 1943–1944; Editor, U.S. War Dept. language publications, 1944–1945; Instructor in Russian, City College, New York, 1944—; Columbia University, 1946—; Middlebury College Russian Summer School, 1945—.

Member, American Ass'n. of Teachers of Slavonic and East European Languages; secretary-general and assistant publisher of Ass'n. of Russian Writers, New York. Contributor of poetry, short stories and articles on social, educational and literary topics to various Russian and Czechoslovak periodicals and newspapers.

TATIANA I. VACQUIER.

Private school of Princess Obolensky, St. Petersburg; Bestougeff College for Women, St. Petersburg; M.A., Ph.D., University of Wisconsin. Instructor, University of Wisconsin, 1924–29; Professor of Russian and French, Nazareth College, 1930—; Columbia University, summer 1946; Middlebury College Russian Summer School, 1947.

Author of *Dostoevsky and Gide: a Comparison.*

Auxiliary Personnel

MRS. EDITH LOPATIN, in charge of Russian Bookstore
Secretary to the Director

LECTURE SERIES

A series of lectures by members of the staff and guest speakers will be held "around the samovar" on Friday afternoons at 4:00.

COURSES OF STUDY

Survey courses are intended as a basis for more specialized courses to be offered in succeeding sessions. The research course will afford immediate opportunity for concentrated study on a subject of major interest to the student. With the exception of certain basic courses, which are offered every summer, the program changes yearly, giving the student an opportunity to cover thoroughly, in a period of four years, the fundamental phases of Russian thought and letters.

I. Language

A. BEGINNERS' COURSE.

The fundamentals of Russian grammar; drill in correct pronunciation; dictation; conversation; reading.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Russian. *It is not open to members of the Russian School and does not carry graduate credit.* (See page 6).

Daily at 2:00. MRS. VACQUIER.

1. GRAMMAR AND VOCABULARY REVIEW.

Thorough and systematic review of Russian grammar and basic vocabulary. Reading of simple prose and poetry. Intended for students whose background in Russian is insufficient to enable them to carry a full load on the graduate level.

This course does not count toward the M.A. degree.

MRS. FEODOROVA-PRESSMAN.

11. INTERMEDIATE GRAMMAR AND COMPOSITION.

A systematic review of Russian grammar. Compositions of gradually increasing difficulty. Study of synonyms, idioms and dictation.

MRS. VACQUIER, MISS TOLSTOY.

12. INTERMEDIATE CONVERSATION AND ORAL PRACTICE.

Daily training in current Russian designed to provide the student with assurance in self-expression and a basic active vocabulary. Oral reports on assigned topics and class discussions.

MR. LOPATIN, MRS. FEODOROVA-PRESSMAN, MR. KUTSCHEROFF.

21. ADVANCED COMPOSITION.

This course is designed for students with a good grammatical foundation, but lacking certainty in direct application of their knowledge. Particular attention will be given to idiomatic usage and shades of meaning. The method will consist of translations, original compositions, and class discussions.

MRS. SAZONOVA.

22. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice and self-expression. Prepared discussion on assigned topics with definite vocabulary preparation; short debates; oral reports; oral criticisms of books or articles. Intended primarily to develop self-confidence in expressing ideas in Russian.

MR. LOPATIN, MR. PRESSMAN.

23. STYLISTICS.

Intended for students who wish to develop greater precision in expression and a finer feeling for shades of meaning and style. Translations of texts of various types and difficulty will be combined with free compositions relating to topics studied.

MR. TARTAK.

24. PHONETICS AND INTONATION.

The purpose of this course is to give students a scientific basis for use in teaching as well as to improve their own pronunciation. Theoretical lessons in phonetics and intonation will be combined with practical exercises. The course is designed primarily for degree candidates and for those preparing to teach.

MR. PRESSMAN.

LS 1. NEW DEVELOPMENTS IN MODERN LANGUAGE TEACHING.

Much new material has been gathered in the last few years on this subject. New techniques for specific objectives, "intensive courses" under varying conditions, and new methods of approach have stimulated professional and public interest. Controlled experimental courses and investigations are now being conducted by various institutions to evaluate these techniques scientifically. The course will study all these new developments both in theory and practice, and their possible application to peacetime teaching in our high schools and colleges. The course will be conducted in English, and is open to members of all the schools.

Daily at 12:00. MR. HOCKING.

LS 2. SEMINAR IN METHODS.

A special seminar for advanced students and experienced teachers; conducted in English, on the same subjects as LS1; limited to fifteen students.

Hours to be arranged. MR. HOCKING.

These two courses will be supplemented by lectures in Russian given by Bernard L. Koten, Director of the American-Russian Institute, New York City, N.Y.

. . . study on the lawn . . .

II. Literature

30. LITERARY MASTERS OF THE NINETEENTH CENTURY.

An analysis of the social, political, and artistic trends of the nineteenth century, as reflected in the fiction of Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, Saltykov–Shchedrin, and Chekhov.

Miss Tolstoy.

31. (CONTEMPORARY RUSSIAN LITERATURE.)

Omitted in 1947.

32. (SURVEY OF RUSSIAN LITERATURE TO 1800.)

Omitted in 1947.

33. RUSSIAN POETRY OF THE NINETEENTH CENTURY.

A systematic study of Russian poetry from Zhukovsky to Blok, with special emphasis on Pushkin, Lermontov, Tyuchev and Nekrasov. Lectures, readings, oral reports and class discussions.

Mr. Tartak.

34. DEVELOPMENT OF RUSSIAN DRAMA.

A survey of Russian drama from its beginnings to the present day. The course will deal briefly with the early stages of Russian drama as well as the characteristic features of the contemporary theatre. Major attention will be given to the classics of the 18th and 19th centuries: Sumarokov, Fonvizin, Griboyedov, Pushkin, Gogol, Leo Tolstoy, Chekhov, Andreev, and Gorky. Lectures, discussions and reports.

Students enrolled in the course and possessing histrionic ability will have an opportunity to combine class work with practical application in the dramatic program of the School, which is under the direction of Mrs. Anastasia Feodorova-Pressman.

Mrs. Sazonova.

III. Civilization

40. (POLITICAL AND SOCIAL HISTORY OF RUSSIA TO 1917.)

Omitted in 1947.

41. CONTEMPORARY RUSSIA.

Russia since the Revolution; a survey of the significant ideological, economic, political, social, and scientific developments of the Soviet Union.

Mr. Kutscheroff.

* * * * *

50. RESEARCH.

All students, especially degree candidates, who are working on a problem of research in any of the above divisions, are invited to profit by the individual guidance offered by the School staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered, and students are urged to take advantage of it.

Mr. Fayer,
with the collaboration of members of the staff.

. . . scene from "Svinarka" . . .

LIFE IN THE SCHOOL

Use of Russian To qualify for admission, students must be able and willing to speak only Russian during the entire session. At the opening of the School each student will be required to pledge his word of honor to observe this rule. Although it is the duty of the faculty to enforce this rule at all times, their sympathetic encouragement to use the language freely will, in a short time, make it appear as the only language natural in the congenial, friendly Russian atmosphere.

Living Accommodations More spacious accommodations have been assigned to the Russian School in Starr Hall and Hillcrest. The Russian dining room will be in Gifford Hall Recreation Room, where students will eat together in small groups, each table presided over by a member of the faculty. A system of rotation at meals provides opportunity for becoming better acquainted with each other and the faculty.

Activities The schedule of classes is arranged to leave the afternoons free for study and recreation. Picnics, excursions to nearby lakes and

mountains, social afternoons around the samovar, "vecherinki" with musical and dramatic entertainments, lectures by instructors and guest speakers, and informal singing, will provide ample recreational activity. The beautiful scenery, cool evenings, and restful atmosphere make our informal, spontaneous get-togethers particularly delightful to students and teachers.

Credits All courses offer two graduate credits with the exception of courses A and 1 which offer credit toward the A.B. degree. See also page 6 for further statement regarding credits.

GENERAL INFORMATION

Arrival Students arriving on the afternoon train on Friday, Saturday, or Sunday (June 27, 28, 29) will be met at the station by a representative of the Russian School. Students will enroll on Friday and Saturday, and should do so as soon as possible after arriving. Formal opening of the School will be held Sunday at 8:00 p. m. Classes will begin Monday, June 30 at 8:00 a. m. (See also page 8). The first meal will be served at noon, Friday, June 27.

Admission Students may enter without examination and without being candidates for degrees. No student, however, will be admitted unless he can satisfy the Director of his ability to profit by the instruction offered. In the students' own interest, an effort will be made to place them in classes best suited to them.

. . . banquet . . .

Fees For complete information regarding fees, rules governing auditors and special registration, reservations, etc., see pages 10 and 11.

Self-Help Students may assist in defraying their expenses by waiting on table in the Russian dining hall, or by otherwise assisting the Director. The remuneration for waiting on table is board. Those interested should apply to the Director.

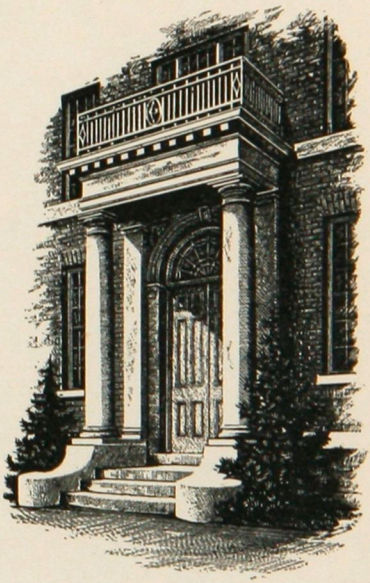
Scholarships A limited number of scholarships is available to qualified students. Only students who would be unable to attend without such financial assistance are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15.

Books Textbooks used in the courses in Russian may be purchased at the College Bookstore. Other books will be available in the Russian School Bookstore.

All members of the School are invited to visit the Russian stacks in the Library and to acquaint themselves with the collection.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the School should be addressed to Dr. Mischa H. Fayer, Director of the Russian School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to the Secretary of the Summer Schools, Middlebury College.

Escuela Española



THE SPANISH SCHOOL

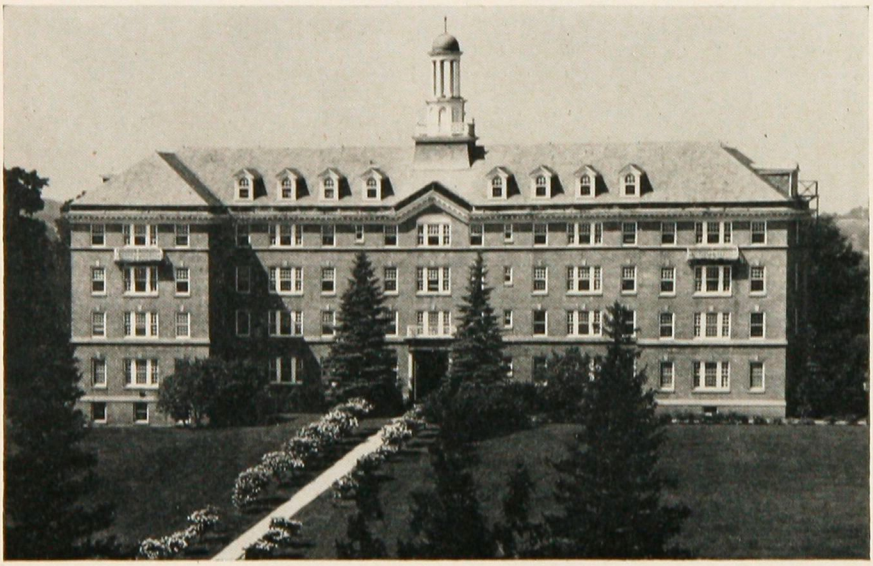
(From June 27 to August 14)

The Spanish School presents for the 1947 session a course of studies which, like those of previous years, expresses the aim of the School—to act as a center for the proper formation and orientation of teachers and advanced students of Spanish. Details of organization are under the direction of Professor Juan A. Centeno of Middlebury College.

The Cuban essayist, Dr. Jorge Mañach, of the University of Havana will be the Visiting Professor. He will offer two courses: *Literature of the XIXth century*, and *Gaucho Poetry and the Martín Fierro*.

Principal changes in the program for this year include: a new course, *History of Spanish Versification*, by Professor Navarro Tomás, a former Visiting Professor, who rejoins the School after one year's absence; a course devoted to the *Quijote* will again be offered by Professor Joaquín Casalduero; a course in contemporary theatre by Professor Luis A. Baralt of the University of Havana; a special course in language by Professor Juan Corominas of the University of Chicago; a new course, *Critical Readings*, by Professor Max Henríquez Ureña; and *Applied Phonetics* by Professor Xavier A. Fernández.

A Visiting Professor from Spanish America will be appointed later in collaboration with the Cultural Division of the Department of State. He will offer a course at ten o'clock.



Fachada principal de Hepburn Hall

THE SPANISH SCHOOL STAFF

JUAN A. CENTENO, *Director.*

A.B., Instituto de San Isidro, Madrid, 1920; M.D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor of Spanish, University of Oregon, 1928–29; Instructor of Spanish, University of Syracuse, 1929–30; Instructor of Spanish, Middlebury Spanish School, 1929–31; Associate Professor of Spanish, Middlebury College, 1931–32; Professor of Spanish, Middlebury College, 1933—; Director of the Middlebury Spanish School since 1935.

LUIS A. BARALT.

Doctor en Filosofía y Letras, University of Havana, 1914; A.M., Harvard University, 1916; Doctor en Derecho Civil, University of Havana, 1917; Professor of English, Institute of Havana, 1918–34; Undersecretary of Education, 1933, Secretary of Education, Republic of Cuba, 1934; Professor of Aesthetics and Philosophy, University of Havana, 1934—; Visiting Professor of Spanish, Miami University, 1935–36; Founder of "La Cueva" (Art Theatre of Havana), 1935; has lectured extensively in the United States; Middlebury College Spanish School, 1946, 1947.

Author of: *El arte incaico*, 1926; *El Teatro de Hoy*, 1932; *Siete Conferencias*, 1932; *La enseñanza de la filosofía en los institutos preuniversitarios*, 1938; *El impulso creador del artista*, 1942; *La luna en el pantano* (play), 1936; *Junto al Río*, (play) 1938.

ZELMIRA BIAGGI-PINEDO.

A.M., Columbia University, 1935; Instructor of Spanish, Connecticut College for Women, 1928–42; Assistant Professor, 1942—; Visiting Professor, Highlands University of Las Vegas, summer, 1941; Middlebury College Spanish School, 1945—.

CONCHA BRETÓN.

Colegio Internacional, Barcelona; A.B., Instituto General y Técnico, Barcelona; A.M., Middlebury College; Instructor, Colegio Internacional, Barcelona, 1921–23; Instructor, Wellesley College, 1924–25; Instructor, National Park Seminary, 1925–26; Middlebury Spanish School, 1926; Penn Hall Junior College, 1926–42; Wellesley College 1942–44; Wheaton College, 1944—; Middlebury College Spanish School, 1940—.

IOAQUIN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía

y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925–27; University of Marburg, 1927–29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931–38; Associate Professor, Smith College, 1938–44; Visiting Associate Professor, Mount Holyoke College, 1941; Visiting Professor, University of Wisconsin, 1942–43; Professor, Smith College, 1944—; Guggenheim Fellowship, 1944–45; Middlebury College Spanish School, 1932–33, 1935—.

Author of: *Contribución al estudio del tema de Don Juan en el teatro español*, 1938; *Vida y obra de Galdós*, 1943; *Sentido y forma de las Novelas Ejemplares*, 1943; *Jorge Guillén: Cántico I y II*, 1946; *Sentido y forma de Los Trabajos de Persiles y Sigismunda*, 1947.

Also articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes, and Bécquer published in *Die Neueren Sprachen*, *Revista Síntesis*, *Bulletin Hispanique*, *Revista de Filología Española*, *Cruz y Raya*, *P.M.L.A.*, *Universidad de Antioquía*, *Essays in Honor of President William Allan Neilson*, *Revista de Filología Hispánica*, and *Asomante*.

JUAN COROMINAS.

Licenciado en Filosofía y Letras, University of Barcelona, 1927; Doctor en Filosofía y Letras, University of Madrid, 1928; pensioned by Junta de Ampliación de Estudios for post-graduate study in Romance Linguistics at University of Zurich, 1928–29, University of Paris, 1929–30; Secretary of the Division of Lexicography of Institut d'Estudis Catalans, Barcelona, 1930–39; Professor of Romance Linguistics, University of Barcelona, 1931–39; taught course of Catalan Linguistics, École Pratique des Hautes Études, Sorbonne, 1939; National University of Cuyo (Argentina), 1939–45; Director of Instituto de Linguística of the National University of Cuyo, 1939–45; University of Chicago, 1946—; Middlebury College Spanish School, 1947.

Author of: *Vocabulario Aranés*, 1931; *El dialecto de Cardós y Vall Ferrera*, 1935; *Voces catalanas de origen arábigo*, 1936; *Ensayos de etimología hispánica*, 1941; *Indianorománica*, 1944; *Problemas del diccionario etimológico*, 1947, and others. Frequent contributor to the most important European and American linguistic journals.

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.B., University of Illinois, 1919; A.M., University of Wisconsin, 1926. In 1917 commissioned by the Chilean government to study the teaching of Modern Languages in the United States. Assistant, University of Illinois, 1919–21; Instructor, Grinnell College, 1921–23; Assistant Professor, 1923–36; University of Wisconsin, summer 1926; Boston, State Department of Education, 1936–40; Spanish Department, Cedar Crest College, 1940–43; Connecticut College for Women, 1943—; Middlebury College Spanish School, 1940—.

JUAN DE LA CABADA.

A.B., Colegio de San Ildefonso, Mérida, Yucatán, Mexico; co-editor of *Llamada* and *Frente a Frente* 1934–36; founder in Mexico and one of the presidents (1935) of the League of Writers and Artists; member of the Commission for the Revisal of Textbooks and Coordination of Programs of Study, Department of Public Education, Mexico, 1944–45; special lecturer, Seminar of Social Sciences, Columbia University, 1946; Middlebury College Spanish School, 1947.

Author of: *Paseo de mentiras*, 1940; *Incidentes melódicos del mundo irracional*, 1944. Frequent contributor to *Horá de España*, *Voz de Madrid*, *Mexican Art and Life*, *Ruta*, *Romance Taller*, *El Hijo Pródigo*, *Letras de México*, *Cuadernos Americanos*, and other publications.

JOSÉ DEL PINO.

A.B., Instituto de San Isidro, Madrid, 1919; Licenciado en Derecho, University of Zaragoza, 1926; Graduate in Social Sciences, Madrid, 1930; Editor of the review *Vida*, 1925–36; Instructor of Spanish, Juventudes Escolares Españolas, 1940–43; Centro Cultural Español de Queens, 1941–42; Assistant Professor of Spanish, Amherst College, 1943–44; Instructor of Spanish, Columbia University Extension, 1945–46; Brown University, 1946—; Middlebury College Spanish School, 1944—.

Author of articles in *El Liberal*, *Los Comentarios*, etc.

JOSÉ A. ENCINAS.

University of San Marcos, 1935–37; A.B., Carleton College, 1939; Princeton University Scholar, 1939–40; Telluride Association Fellow, Cornell University, 1940–41; Graduate Assistant in Spanish, University of Wyoming, summer 1941; Harvard University, 1941–43; Member of the First Inter-American Conference on Philosophy, Yale University, May 1943; Instructor in Spanish, Simmons College, 1943–44; Smith College, 1944–45; Simmons College, 1945–46; Secretary of the Peruvian Delegation to the General Assembly of the United Nations, October–December, 1946; Secretary of the Permanent Delegation of Peru to the United Nations, December, 1946—; Middlebury College Spanish School, 1945—.

XAVIER A. FERNÁNDEZ.

S.T.D., Gregorian University, Rome, 1927; J.C.L., Catholic University of America, 1928; Ph.D., Columbia University, 1941; Spanish Civilian Instructor, U.S. Military Academy, 1936–40; Instructor of Romance Languages, College of the City of New York, 1940–42; Spanish and Portuguese Civilian Instructor, U.S. Military Academy, 1942–43; Summer Session, Columbia University, 1941, 1942; Professor and Chairman, Department of Romance Languages, Skidmore College, 1943—; Middlebury College Spanish School, 1943, 1945, 1946—.

Author of: *Fray Diego de Estella*. Also articles in *Bulletin For Advancement of Romance Philology*, *Romanic Review*, etc.

FEDERICO G. GIL.

Doctor of Law, University of Havana, 1940; Doctor of Political Science, University of Havana, 1941; Licenciado of Diplomatic Law, University of Havana, 1942; Instructor of Spanish, Louisiana State University, 1942; Instructor of Spanish, University of North Carolina, 1943; Member of the Teaching Staff of the Army Specialized Training Program, University of North Carolina, 1943–44; Visiting Professor of Spanish, Duke University School of Spanish Studies, 1944; Assistant Professor of Latin American Studies, University of North Carolina, 1945—; Rockefeller Fellowship for travel and study in Latin America, 1944–46; has lectured extensively on Latin American affairs in this country and South America; Middlebury College Spanish School, 1947.

Editor of *The South and World Affairs*, contributor to periodicals and professional journals.

EMILIO GONZÁLEZ LÓPEZ.

Licenciado en Derecho y Ciencias Sociales, University of Madrid, 1926; Doctor en Derecho y Ciencias Sociales, University of Madrid, 1927; Professor, University of La Laguna (Canary Islands), 1931–33; Dean of the Law and Social Sciences School

of La Laguna, 1931; Professor, University of Salamanca, 1933–35; Professor, University of Oviedo, 1936; Professor, University of Barcelona, 1937–38; Instructor of Spanish, Hunter College, 1940–41; Professor, University of Panama, 1941–43; Instructor of Spanish, Hunter College, 1943–47; Columbia University, 1943–47; Middlebury College Spanish School, 1947.

Author of: *El espíritu de la universidad*, 1930; *La antijuricidad*, 1930; *La teoría del delito*, 1931; *El carácter económico de las regiones internacionales*, 1937; *Estampas panameñas*, 1943; *Doña Emilia Pardo Bazán, novelista de Galicia*, 1944. Contributor to *Revista Hispánica Moderna*, *Afirmación Nacional* (Panama), *Columbia Dictionary of Modern European Literature* and many other Spanish periodicals.

MAX HENRÍQUEZ UREÑA.

Doctor en Derecho, University of Havana, 1912; Doctor en Filosofía y Letras, University of Havana, 1916; Founder and Director of the Academia Domingo del Monte, Professor of Spanish language and literature at the same, 1914–16; Professor of Spanish language and literature, Escuela Normal de Oriente, Cuba, 1917–31, of which he was also Director; Professor of French literature, University of Santo Domingo, 1932; Guest lecturer at the University of Brazil, Rio de Janeiro, 1944, and at the Colegio Libre de Estudios Superiores, Buenos Aires, 1945; former Secretary of State of the Dominican Republic, various times Ambassador, and representative at several international conferences; Middlebury College Spanish School, 1947.

Author of: *Rodó y Rubén Darío*, *Programa de Gramática Castellana*, *El retorno de los galeones*, *Las influencias francesas en la poesía hispanoamericana*, *Antología cubana de las escuelas*, *Panorama histórico de la literatura dominçiana*, and others.

ELTON HOCKING.

Ph.D.; Assoc. Prof. at Northwestern Univ.; Pres. of Am. Ass'n of Teachers of Italian; Pres. of Ass'n Mod. Lang. Teachers of Central West and South; for complete curriculum vitae, see page 19.

HEBERTO LACAYO.

A.B., Instituto Nacional de Oriente, Nicaragua, 1922; A.M., University of Southern California, 1930; Doctor en Letras, Universidad Nacional, Nicaragua, 1936; Instructor of Spanish, University of Southern California, 1927–30; Instructor of Spanish, Syracuse University, 1931–35, 1936–41; Associate Professor and Chairman of the Spanish Department, Russell Sage College, 1941—; Middlebury College Spanish School, 1946—.

Contributor to *Los Domingos* and *Faces y Facetas*, Managua, Nicaragua.

JORGE MANACH, *Visiting Professor*.

S.B., Harvard College, 1920; Instructor in Spanish, Harvard College, 1921; LL.D., 1924, and Ph.D., 1928, University of Havana; Professor of History of Philosophy, University of Havana; Secretary of Education of Cuba, 1934; Visiting lecturer in Spanish and Spanish American Literatures, Columbia University, 1935–39, and Barnard College, 1938–39; Minister of State of Cuba, 1940; Corresponding Member of the Spanish Academy; Member of the Cuban Academy of Arts and Letters and of the Academy of History.

Author of: *Indagación del choteo*, *Estampas de San Cristobal*, *La pintura en Cuba*, *Crisis de la alta cultura en Cuba*, *Martí*, etc.

Co-founder of the *Revista de Avance*; director of *Acción*; recipient of the Justo de Lara prize for journalism; contributor to the most important Spanish and English journals.

JUAN A. MARICHAL.

A.B., University of Algiers, 1941; graduate studies, University of Mexico, 1942–45; Instructor in Spanish, Princeton University, 1946—; Middlebury College Spanish School, 1946—.

JOAQUINA NAVARRO.

B.A., Instituto-Escuela, Madrid, 1934. Student of the Faculty of Letters, University of Madrid, 1935–36. Student of French Language and Literature, Alliance Française, Paris, 1938–39. M.A., Columbia University, 1942. Instructor of Spanish, Smith College, 1943—; Middlebury College Spanish School, 1943–44–45–47.

TOMÁS NAVARRO.

Licenciado en Letras, University of Madrid, 1904. Doctor en Letras, University of Madrid, 1905. Advanced studies in Phonetics and Linguistic Geography in France and Germany, 1912–1914.

Professor of the Centro de Estudios Históricos, Madrid, 1914–1936. Director of the Courses for Foreign Students, Madrid, 1916–1923. Lectured extensively in American universities during 1927. Visiting Professor in the University of Puerto Rico, 1927–1928. Director of the Linguistic Atlas of the Iberian Peninsula, 1930–1936. Founder of the Archivo de la Palabra in the Centro de Estudios Históricos, Madrid, 1930.

Professor of Spanish Phonetics in the University of Madrid, 1931–1936. Member of the Spanish Academy, 1934. Lecturer in the Institut d'Etudes Hispaniques, Paris, 1935. Director of the National Library, 1936. President of the Council of Spanish Libraries, 1937. Vice-President of the Central Committee of Spanish Academies, 1938.

Visiting Professor in Columbia University, 1939. Professor of Spanish Philology in Columbia University, 1940. Litt. D., Middlebury College, 1940. Director of Studies and Publications in the Hispanic Institute, New York, 1940. Visiting Professor, Middlebury College Spanish School, 1941, 1943; Middlebury College Spanish School, 1944–45–47.

Author of: *Pensión al Alto Aragón*, Madrid, 1907; commentated edition of *Las Moradas de Santa Teresa de Jesús*, Madrid, 1911; commentated edition of *Poesías de Garcilaso de la Vega*, Madrid, 1912; *Manual de pronunciación española*, Madrid, 1918; *Pronunciación guipuzcoana*, Madrid, 1925; *A Primer of Spanish Pronunciation* (with the collaboration of Professor A. M. Espinosa), Benj. H. Sanborn and Co., 1926; *Impresiones sobre el estudio lingüístico de Puerto Rico*, Puerto Rico, 1928; *Compendio de ortología española*, Madrid, 1928; *El idioma español en el cine parlante*, Madrid, 1930; *El acento castellano*, Madrid, 1935; *Manual de entonación española*, New York, 1944; *Estudios de fonología española*, Syracuse, 1946; and regular collaboration in the *Revista de Filología Española*, Madrid, and *Revista de Filología Hispánica*, Buenos Aires-New York.

SOFIA NOVOA.

A.M., Conservatory of Madrid; Graduate work at Conservatory of Lisbon; École Normale de Musique, Paris; Columbia University and Middlebury College. Instructor

Spanish School Faculty and Staff of 1946

First Row:— (Left to right) Sra. de Lazo, Sr. Casalduero, Sr. Castro Leal, Sr. Centeno, Sra. de Casalduero, Sr. Salinas, Sr. Lazo.

Second Row:—Sr. Florit, Sra. de Chamudes, Sra. de Bagú, Sr. Lacayo, Srta. Ingenieros, Srta. Bretón, Srta. Curtis-Guajardo, Srta. Díez de Oñate, Srta. Biaggi, Srta. Goodrich, Srta. Arce, Sr. Encinas, Sr. Arce.

Third Row:—Sr. Sánchez Barbudo, Sra. de Baralt, Sr. Baralt, Sr. Bagú, Sr. Marichal, Srta. Salinas, Sr. Salinas, Srta. Miller, Sr. Guillén, Sr. del Pino, Srta. Bartels, Srta. Prados, Sr. Santamarina, Sr. Agrait, Sr. Fernández.

of Music and Spanish Folklore, Escuela Internacional, Madrid, 1930–32; Instituto-Escuela, Madrid, 1930–36; Instructor, Barnard College, 1938–40; Dalton School of New York, 1940–42; Instructor, Vassar College, 1942–1945, Assistant Professor, 1945—; Middlebury College Spanish School, 1941–45, 1947.

Author of *Cantares Españoles*, Gessler Publishing Company.

MARINA ROMERO.

Diploma from Instituto-Escuela, Madrid, 1926; A.B., Normal School, University of Madrid, 1931; A.M., Mills College, 1937; Spanish Government Fellowship, 1935–36; Instructor, Instituto-Escuela, Madrid, 1930–35; Instructor of Spanish, Mills College, 1936–38; Instructor, 1938–43, Assistant Professor 1943—, New Jersey College for Women; Middlebury College Spanish School, 1943–45, 1947.

Author of *Nostalgia de mañana*, México, Rueca, 1943, and of articles and poems published in Spanish and Mexican reviews.

JUSTINA RUÍZ DE CONDE.

A.B., Instituto Cardenal Cisneros, Madrid, 1927; Licenciada en Derecho, University of Madrid, 1931; Professor at the Instituto, Valdepeñas, 1933; Professor at the Instituto Lagasca, Madrid, 1934; Professor at the Instituto Mataró and Instituto Salmerón, Barcelona, 1936–39; Member of the Ilustre Colegio de Abogados, Madrid, 1934–39; Instructor of Spanish, Abbot Academy, 1939–41; Instructor of Spanish, 1941–45, Assistant Professor, 1945—, Wellesley College; Ph.D., Radcliffe College, 1945; Middlebury College Spanish School, 1941, 45, 47.

SOLEDAD SALINAS.

Escuela Internacional Española, 1932–36; Dana Hall, 1937–38; A.B., Wellesley College, 1942; A.M., University of Puerto Rico, 1945; Instructor of Spanish, Vassar College, 1942–43, 1945–46; Middlebury College Spanish School, 1943, 46, 47.

THE COURSES OF STUDY

The courses of the Middlebury Spanish Schoo are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover thoroughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

I. LANGUAGE

B. REVIEW GRAMMAR.

A thorough and systematic review of Spanish grammar, syntax, and basic vocabulary; constant oral and written practice. This course is intended for students who

have only an incomplete mastery of the language and who would be incapable of the intensive work required in Course 2.

This course does not count toward the M.A. degree.

Daily at 8:00 and 9:00. Sra. Ruíz de Conde.

C. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who are unaccustomed to hearing or speaking Spanish although they may have an extensive "passive" vocabulary. The class work, by use and repetition of a simple and practical vocabulary based on texts of general interest tends to create in the student the habit of expressing his ideas directly in the foreign language.

This course does not count toward the M.A. degree.

Daily at 8:00, 9:00, 10:00, 11:00, and 12:00. Srtas. Romero, Novoa, Salinas.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

The work of this course is designed to help the student in the process of gaining a better command of the language by exacting the use of a varied vocabulary and at the same time accuracy and preciseness of expression. The class work combines (1) conversational topics based on selected subjects with (2) a study of words, their shades of meaning and idiomatic uses, based on essays and short stories by contemporary writers.

Daily at 8:00, 9:00, 10:00, 11:00, and 12:00. Srta. Bretón, Sr. del Pino, Sr. Marichal.

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles.

Daily at 8:00, 9:00, 10:00, and 12:00. Srtas. Curtis-Guajardo, Biaggi.

3. ADVANCED COMPOSITION.

This course aims to help students gain assurance in writing correct Spanish and it is designed for those who, having good grammatical foundation, lack certainty in the direct application of that knowledge. A number of the most difficult syntactical points will be studied and particular attention will be given to translations from English into Spanish and a thorough discussion of these translations.

Daily at 11:00, and 12:00. Sr. Lacayo.

4. PHONETICS.

Intended for students who have never studied phonetics, this course will combine theoretical lessons with practical exercises. Its purpose is to give students a fundamental and scientific basis in phonetics as well as to improve their own pronunciation.

Daily at 8:00, and 9:00. Srta. Navarro.

7. SPANISH SYNTAX AND STYLISTICS.

An advanced course especially intended for students already having a good practical knowledge of Spanish. While the historical background and the special features of

spoken Spanish in America will not be neglected, the main emphasis will be given to a thorough, practical study of syntax and style in literary Spanish.

Daily at 11:00. Sr. Corominas.

9. THE SPANISH LANGUAGE IN AMERICA.

Within the fundamental unity of hispanic language and culture, the American countries of Spanish tradition offer special traits that are reflected in the literary language and in the languages of the common peoples. The present course is dedicated to the study of these facts keeping in mind the forms of colonization, the contact with the Indian languages, the origin of the colonists and immigrants, the social conditions of American life and the circumstances of the cultural and political development of these countries.

Daily at 9:00. Sr. Navarro.

50. APPLIED PHONETICS AND INTONATION.

The aim of this course is to incorporate the principles of Spanish Phonetics and Intonation with the gradual teaching of the language. It is intended for those teachers and students who already have a basic knowledge of Spanish Phonetics, and will

Desde la acera de Gifford Hall

consist of an analytical review of a standard Spanish grammar with this object in mind, and of readings, both in prose and poetry, of increasing difficulty.

Daily at 10:00 and 11:00. Sr. Fernández.

51. HISTORY AND DEVELOPMENT OF SPANISH VERSIFICATION.

The object of this course is to offer an historical review of the types of verse and strophes which have been used in Spanish poetry. The origin, nature, and character of the various verse forms will be explained, indicating the role each has played in poetry at different times.

Daily at 8:00. Sr. Navarro.

II. METHODS

LS 1. NEW DEVELOPMENTS IN MODERN LANGUAGE TEACHING.

Much new material has been gathered in the last few years on this subject. New techniques for specific objectives, "intensive courses" under varying conditions, and new methods of approach have stimulated professional and public interest. Controlled experimental courses and investigations are now being conducted by various institutions to evaluate these techniques scientifically. The course will study all these new developments both in theory and practice, and their possible application to peace-time teaching in our high schools and colleges. The course will be conducted in English, and is open to members of all the schools.

Daily at 12:00. Mr. Hocking.

LS 2. SEMINAR IN METHODS.

A special seminar for advanced students and experienced teachers; conducted in English, on the same subjects as LS 1; limited to fifteen students.

Hours to be arranged. Mr. Hocking.

III. LITERATURE AND CIVILIZATION

11. MODERN AND CONTEMPORARY SPAIN.

The Renaissance in Spain; the rise of the Spanish nation; discovery of America; the empire of Charles V; the counter-reformation and Spain; the Golden Age; the House of Bourbon in Spain; neo-classicism and Spanish thought; political and economic reforms; the enlightenment; national struggle against Napoleon; Liberals and Absolutists; toward a constitutional government; the crisis of the constitutional monarchy; the military dictatorship and the Spanish Republic.

Daily at 11:00. Sr. González López.

14. CONTEMPORARY HISPANIC AMERICA.

Preceded by a historical introduction covering the colonial background and the rise of nationalities, this course will present the most outstanding political, social, and economic problems affecting present-day Hispanic America. Its main objective is to give the students an opportunity to acquire an essential foundation for a better comprehension of the various nations of the Hispanic World.

Daily at 10:00. Sr. Gil.

En el cine del pueblo

15. CULTURAL DEVELOPMENT OF SPANISH AMERICA.

A study of the outstanding cultural and ideological achievements during the 19th and 20th centuries, preceded by a brief historical introduction of the factors that in time contributed to shape Spanish American civilization. Discussion of representative authors and trends, and a concluding survey of contemporary cultural life.

Daily at 8:00. SR. ENCINAS.

20. THE DEVELOPMENT OF SPANISH LITERATURE.

This course will give the student a clear and complete view of Spanish literature rather than a list of names and dates. Its aim is to distinguish and classify the principal directions of Spanish literature from its origins to our time.

Daily at 12:00. SR. GONZÁLEZ LÓPEZ.

22. SPANISH THEATRE OF THE 16TH AND 17TH CENTURIES.

The plan of this course is: A brief outline of the Spanish theatre of the medieval ages; a study of the different tendencies of the dramatic activity of Spain during the 16th and 17th centuries; a characterization of the different epochs of its evolution and of the authors who, with Lope de Vega and Calderón de la Barca, contributed to the creation of a national theatre.

Daily at 8:00. SR. CASALDUERO.

29. FORM AND MEANING OF THE *QUIJOTE*.

This course will be dedicated exclusively to the study of the *Quijote*. Four or five chapters will be read each day and will serve as a basis for lectures and discussions. The main purpose of the course will be to apprehend the meaning of the novel through a detailed study of its form. Special attention will be given to the *Quijote* of 1615.

Daily at 9:00. SR. CASALDUERO.

30. SPANISH AMERICAN FICTION.

A panorama of the past, present, and future of this subject and one interpretation of its significance and characteristics. Discussions, lectures, and collateral reading.

Daily at 10:00. SR. DE LA CABADA.

31. SPANISH AMERICAN LITERATURE.

A general analysis of Spanish American literature from its early beginnings to the present day, showing the influences of geography, time, and place. Discussions, lectures, and collateral reading on the most important phases.

Daily at 11:00. SR. DE LA CABADA.

35. GAUCHO POETRY AND THE *MARTIN FIERRO*.

A survey of the evolution of gaucho poetry in Argentine from its XVIIIth century antecedents to its culmination in the *Martín Fierro* (1872), with reference to the background of cultural and social development.

Daily at 12:00. SR. MAÑACH.

44. SPANISH AND SPANISH AMERICAN CONTEMPORARY THEATRE.

The great Spanish tradition; social and political changes at the turn of the century as they affect the theatre; the transition from the romantic period; main trends during the XXth century as illustrated in the works of the most representative authors. The development of dramatic expression in Spanish America with special reference to Florencio Sánchez and the Río Plata movement.

Daily at 9:00. SR. BARALT.

45. SPANISH LITERATURE OF THE XIXTH CENTURY.

A general survey of the period extending from Romanticism to the generation of 1898. A study and analysis of the main literary tendencies and the most significant authors. Lectures, discussions, and collateral reading.

Daily at 11:00. SR. MAÑACH.

46. CRITICAL READINGS.

A course designed to guide students in their approach to reading by developing taste and judgment in the appreciation of literature. Linguistic and literary commentaries will be based on selected passages from authors of the modernist movement.

Daily at 10:00. SR. HENRÍQUEZ UREÑA.

SPANISH CLUB ACTIVITIES.

With the thesis that the Spanish Club should aspire to furnish more than an opportunity to speak the language, that it should complement the daily classroom work of the teacher by giving a cultural appreciation of Spanish-speaking peoples, a series of

programs for Club Work will be presented. These informal meetings will also provide an opportunity for teachers to exchange opinions and suggestions. No academic credit is allowed for this course.

Tuesday and Thursday at 3:30. SRTA. SALINAS.

HISPANIC-AMERICAN DIPLOMATIC RELATIONS AND CURRENT POLITICS.

A series of lectures designed to give an over-all picture of the most significant issues in the international field which affect the Hispanic American nations. The first part of the series will deal with the history and events of Inter-American relations since the birth of the new republics, the foundation and development of Pan American cooperation, the role of these states in the war and in the United Nations. The second group of lectures will be devoted to an analysis of recent political events in various nations and their significance. No academic credit is allowed for this course.

Hours to be arranged. SR. GIL.

GUIDANCE FOR TEACHERS.

Special meetings will be arranged for students wishing to exchange opinions and commentaries on their concrete problems in the teaching of Spanish. Those planning to attend these meetings should bring with them the text-books and other material used in their respective schools. No academic credit is allowed; three meetings a week.

Hours to be arranged. SR. FERNÁNDEZ.

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on page 6). Course 3 may, with the consent of the Director, be taken a second summer for credit, since the material of this course is varied each year.

Books General supplies and text books published in this country may be purchased in the College Bookstore. The *Librería* of the Spanish School is located in the social room of Hepburn Hall and is open every afternoon from 2:00 to 5:00. Here students may secure books printed abroad which are used as texts in some courses as well as recently published Spanish books of general interest. On sale also are the sets of pronunciation and intonation records, especially recorded for the Spanish School by Professor Tomás Navarro.

Library The Spanish Library consists at present of over 5,000 titles comprising such subjects as language, literature, history, and civilization. During the past years, the library has been the recipient of gifts from the Centro de Estudios Históricos, the Junta de Relaciones Culturales, the Academia de la Historia de Cuba, the Hispanic Society of America, and the Secretaría de Educación Pública de México. Several anonymous gifts have also been received. The most representative periodicals of Spain and Spanish America, as well as publications in this country dealing with the Spanish language and literature, are received.

"El mozo que casó con mujer brava"

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule of no English. The Director reserves the right to dismiss students who willfully break this rule.

Spanish Dormitories One of the most attractive features of the school is the friendliness which exists between the faculty and students, in no small measure due to the fact that the Director and instructors, as well as all students, reside in the dormitories.

Gifford Hall, the newest and one of the finest dormitories on the campus, will be used by the Spanish School this summer. Double suites, connecting singles, and single rooms are available.

In Hepburn Hall, built on the highest point of the campus, the rooms are *en suite* with a study for each two students. All bedrooms are single, and each suite is connected with a lavatory. Every floor has two separate shower-bath rooms with three showers each. A spacious and delightful garden surrounds the southern exposure of Hepburn where students may lounge or study.

There is a graduate nurse on regular duty on the campus within the reach of every student. The students may feel that they are amply protected in case of emergency.

Spanish Dining Rooms All members of the School take their meals in the dining rooms of Hepburn and Gifford Halls. Meal hours are conversation hours and also provide students with an opportunity of becoming better acquainted with each other and with the various instructors. To facilitate this, they are required to change tables according to a system of rotation.

Activities The activities outside of the recitation room constitute an important feature of the life of the student while attending the Spanish School. These activities are designed not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life.

Weekly programs are planned at the beginning of each week and are arranged so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal talks by members of the faculty; spanish games and plays; folk songs and dances; and Spanish moving-pictures.

Arrival Beginning Friday morning, June 27, students will be met at the station by a Spanish School representative who will direct them to taxis and assist with arrangements for luggage.

As soon as possible, students should report to the Director to enroll for their courses and to receive other information. (See page 9).

The first official assembly of the Spanish School will be held on Sunday evening, June 29, at seven o'clock. All students are required to attend. Classes will begin at eight o'clock, Monday morning, June 30.

Consultation During the entire summer the Director will hold regular consultation hours at his office, from 10 to 12, and from 2 to 3 daily. Arrangements may be made with his secretary for special consultations at other hours.

Scholarships Several scholarships of fifty dollars each will be available this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These awards will be made on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15. The awards will be announced before June 1.

Self-Help In addition to the scholarships a limited number of students are provided an opportunity to earn their board by acting as waiters and

waitresses in the Spanish dining-halls. A speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to the Director for information and application blanks.

Mail to Students In order to insure prompt delivery of their mail. students should have all letters and other mail matter addressed in care of the Middlebury Spanish School, Middlebury, Vermont.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and room reservations should be addressed to the Secretary of the Summer Schools, Middlebury College, Middlebury, Vermont.

Fachada principal de Gifford Hall

Bread Loaf School of English

June 27—August 14

The Middlebury College Bread Loaf School of English, Reginald L. Cook, Director, offers graduate courses leading to a Master's degree, in English and American literature, literary history, and the English language. Special attention is paid to the needs of teachers of English. The instructing staff is nationally known.

Splendid mountain scenery, healthful out-of-door activities, and an informal friendly atmosphere create an environment in which students, teachers, and writers find new inspiration and professional guidance.

The Bread Loaf Writers' Conference

August 13—August 27

The Writers' Conference, sponsored by Middlebury College, will be conducted again this year at Bread Loaf under the direction of Theodore Morrison. Mr. Morrison is a writer and teacher, formerly an associate editor of the *Atlantic Monthly*, and now a member of the English Department at Harvard University.

The object of the Conference is to provide sound and experienced help and criticism for men and women who desire to write or are interested in the practical background of literature. The staff consists of well-known writers and teachers supplemented by experienced representatives of publishing and the literary agency business. The program consists of background talks on the principal branches of writing; group discussions on manuscripts; individual interviews with staff members; evening talks and entertainments.

Composers' Conference and Chamber Music Center

At Middlebury, August 16—August 30

Under the direction of Mr. Alan Carter, founder and director of the Vermont State Symphony Orchestra, a Composers' Conference and Chamber Music Center is held by Middlebury College. The aim of the Composers' Conference is to provide experienced criticism of scores, and a program of discussion, instruction, and performance. It is designed chiefly for those interested in composing professionally in any form, and also for those desiring a better understanding of how serious composing is accomplished. The Chamber Music Center will function as an adjunct to the Conference in providing contact between the composer and the student of music, and providing ample chamber music material for both amateur and accomplished students of music.

The staff will be composed of prominent musicians, teachers, editors, publishers, composers, and critics whose reputation for creative artistry and honesty of judgment has been widely established.

The facilities of the French Château on the Middlebury campus will be used for student board and room; the Music Building of the college will be used as the instruction center.

THE OFFICE OF THE SUMMER SCHOOLS, MIDDLEBURY COLLEGE, MIDDLEBURY, VT. will send complete bulletins, and further information concerning admissions, fees, and accommodations in any of the above schools, on request.